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ABSTRACT

A survey was conducted of 921 mature women students (aged 30 and over) enrolled day and evening at Skyline College in fall 1972; 475 (52%) responded. The survey was designed to elicit demographic information, reasons why the women had previously interrupted their education, reasons for returning to school and primary goals, expectations and fears about returning to school, problems encountered at school, difficulties with transportation and scheduling, and the impact of return to school on relationships with husbands, children, and friends. Among the study findings were: half of the respondents were over 40 years of age; three-fourths were married; 90% had children; 50% worked outside the home (40% full-time); 39% had only or less than a high school education; 10% were full-time students; nearly three-fourths had been out of school for ten or more years; and over half had attended Skyline for more than one year. The data indicated that the women interrupted their education at earlier periods of their lives because of stereotypic sex-role attitudes of parents, school counselors, and society at large. Many (40%) returned to school because they "always wanted to." Goals of the women were equally divided between preparation for employment, skill up-grading for present jobs, preparation for new careers, and self-enrichment. Recommendations for improvement of services to mature women, an extensive bibliography, and the survey instrument are included. (JDS)

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THE MATURE-WOMAN STUDENT
AT SKYLINE COLLEGE

Gertrude M. Steele

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Skyline College
San Bruno, California

Research Report Number 1
February 1974

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INTRODUCTION

This study was undertaken in the Fall Semester of 1972 at the request of the president of Skyline College. In line with his desire, this is a descriptive study of mature-women students who have returned to college after varying periods of absence from school. By definition, mature women means women aged thirty and over. A cut-off age of thirty was chosen for several reasons:

1. The woman who marries at a relatively early age usually has her last child by age twenty-six (8:216). Modern labor-saving devices and the continuing concern for the population explosion contribute to this woman's facing by age thirty the knowledge that home and family will require only a part of her energies and abilities. She can expect to look forward to some forty or more years of life. Since widowhood can be predicted for women in a society in which women marry men older than themselves and in which men die younger than women, she may well expect to face a period of life alone (59:79). How shall she use her energies and abilities? How shall she prepare for a period of life alone?

2. Four of every ten married women, including mothers of young children, now work outside the home (8:202). Increasing numbers of women are remaining single or are rejoining the singles scene after divorce or widowhood. Many head families dependent upon them for financial as well as emotional support. Because

of inadequate early training, many women find themselves in low-paid, dead-end jobs. Will these women return to school for further training?

3. As K. Patricia Cross states, "The segment of the population with the greatest potential for enormous expansion into higher education consists of mature women (27:48)." Mature women then represent a promising field for community-college recruitment.

4. Enrollment at Skyline College reflects a nationwide trend of increasing numbers of mature women returning to school (114).

No trend can be understood in isolation from the culture in which it takes place. "The status of women in (college), their achievements, and their frustrations are inextricably intertwined with the larger question of the position of women in the broader society (116:i)." A review of the literature concerned with the nature of the present women's movement, changing sex roles in America, mature-women students specifically, and education of women in general is therefore in order.

REVIEW OF THE LITERATURE

The Women's Movement

"The most continuous American revolutionary is the American woman (2:46)."

As the suffragette movement grew out of the abolitionist movement, the present women's movement followed the civil-rights movement. Earlier, in an appendix to The American Dilemma, Gunnar Myrdal drew the parallel between treatment of blacks and women (81). Women working for minority ethnic-group rights during the 1960s became increasingly aware of the similarity of minority problems to their own.

Betty Friedan's 1963 research into post-World War II ideology which persuaded women out of factories and back into homes (40:293), was followed by a wave of feminist writings (2), (3), (7), (12), (18), (34), (37), (47), (93). But unlike the earlier movement which focused on a single issue--voting rights for women--the new movement focuses on goals that are broader and more diffuse. "Like blacks, women want, this time, not just equality under the law, but the kind of moral and social climate that can make them really free--psychologically, socially, and economically (93:15)." Specifically, women are challenging sex-role stereotypes that "pervade every social institution and cultural practice in America (36:435)."

Changing Sex Roles in America

Writing in 1944, Helene Deutsch, a Freudian psychiatrist,

concluded that woman's nature, based largely on biological factors, resulted in a "harmonious balance of passivity, masochism, and narcissism (28)."

Sociologists Talcott Parsons and R. F. Bales, analyzing American society in 1955, refer to a universal pattern of division of labor based upon biological differences in the sexes (88). Parsons explains the role of men as "instrumental" (the breadwinner role) and the role of women as "expressive" (the emotionally supportive role) (87). "Normally," Parsons says, "only one (family member) has an occupational role...The wife and mother is either exclusively a 'housewife' or at most has a 'job' rather than a 'career' (86:192)."

Erik Erikson supports the biological basis underlying the conventional division of labor; males, he contends, emphasize outer (active) space, whereas females emphasize inner (emotional) space (35:442-463).

Morris Zelditch, Jr., writing in 1968, contends that conventional sex roles have a generic significance which he likens to Bales's small-group theory; that is, inevitably in all groups a task (instrumental or male) leader will emerge together with a sociometric star (expressive or female role) (127:345-354).

Orville G. Brim, Jr., supporting the theories of Parsons and others, has assigned most of the qualities deemed admirable in a male-dominated society (self-confidence, competitiveness, tenacity, aggressiveness, curiosity, ambition) to the male role and those

considered emotional and weak (affectionate, obedient, responds to sympathy and approval from adults) along with less admirable qualities (anger, quarrelsomeness, revengefulness, exhibitionism, jealousy, tattling, negativism) to the female role (14:526-540).

Quoting Bruno Bettelheim, Erik Erikson, and Joseph Rheingold in much the same vein, Naomi Weisstein concludes, "These views from men of high prestige reflect a fairly general consensus... liberation for women will consist first in their attractiveness, so that second, they may obtain the kinds of homes, and the kinds of men, which will allow joyful altruism and nurturance (121:207)."

Benjamin Spock believes in a sort of racial memory which explains the nurturing qualities of women (109:153-162). Some writers (Tom Alexander) charge women with the responsibility for species survival and urge that "if feminists lop off the feminine end of the behavioral spectrum, the operation could well be fatal (3:137-153)."

Despite research by anthropologist Margaret Mead in the 1930s and 1940s which exploded the myth of universal sex roles (70), (71), such psychological and sociological views of the one acceptable role for women have had and still have widespread influence over the lives and the education of women.

Robert K. Merton, questioning whether women in fact are more compassionate, empathetic, and more interested in people than men, quoted W. I. Thomas: "If men (and women) define situations as real, they are real in their consequences." Referring to a

"self-fulfilling prophecy," Merton points out that certain ascribed statuses such as sex or race are central in controlling the choices of most individuals (73:436). A one-dimensional view of a woman's role operates to limit the educational and thus occupational choices permitted her.

In the days of the French Revolution, Jean-Jacques Rousseau wrote:

The whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, to make life sweet and agreeable to them--these are the duties of women at all times, and what should be taught them from their infancy (98:263).

Lest one think that such views are outdated, psychologist Matina Horner laments in 1970:

No one feels badly about nor seriously objects to higher education in a woman, provided the objective is to make her a more interesting and enlightened companion, wife, and/or mother. The objections, the negative consequences, arise only when the objectives become more personal and career-oriented, especially in nontraditional areas (124:20).

In the 1960s the one-role ideology (woman's place is in the home) began to give way to the two-role ideology. Reflecting the increasing numbers of women entering the labor force, the two-role ideology emphasized women's fulfillment in a job outside the home, self-support, and the "we need them" philosophy (10:237). In Women's Two Roles, Alva Myrdal and Viola Klein referred to the "sense of social purpose" motivating women to seek employment in their post-maternal years (80). In his Commission on the Status of Women, President Kennedy stated that "greater development of

women's potential and fuller use of their present abilities can greatly enhance the quality of American life (90:1)."

An unhappy concomitant to this ideology was that women on welfare should work to ease the burden of taxpayers and that their dependent children should receive state-supported custodial care; not included was the concept that state-supported child-care services should be provided women seeking careers or self-fulfillment outside the home (10:239).

The two-role ideology had its effect on women's education. James Bryant Conant, in Shaping Educational Policy, warned that "the nation is suffering from a shortage of highly educated persons (men and women) (22:1)." Counselors were counseled to counsel women students to accept the fact that most would play a dual role for some period of their lives (21:78). More grimly, women were advised to choose a career best suited to their interests and inclinations because "marriage is not a panacea (80)."

Sociologists warned about the dangers of role conflict in women: "sociological ambivalence (74)"; "compartmentalization of roles (45)"; "affiliative cross-pressures," "claims of a multi-situated kind," "identification with one type of structure at the expense of another," "heterogeneous commitments and attachments" (44).

Today radical feminists view the two-role ideology with scepticism; Shulamith Firestone says:

Once she is married, any overlap of roles generally takes place in the wife's side...The wife has gained the privilege

of going to work to "help out," even of putting her husband through school. More than that she shoulders the brunt of the marriage, not only emotionally, but now also in its more practical aspects. She has simply added his job to hers (37:252).

Talcott Parsons analyzed the provider role of men as functional for society. Erick Gronseth, a Norwegian sociologist, challenges this conclusion; he finds the breadwinner role of men in modern industrial societies dysfunctional (48:175-192). Caroline Bird in Born Female points out that "women sociologists no longer accept as gospel the dictum of Talcott Parsons that women perform an expressive role providing emotional support, whereas men are always instrumental (12:258)." And at a Conference on the Undergraduate Education of Women attended by eighteen women's colleges, it was agreed that most psychologists as well as sociologists now consider present sex-role differences "not genetic, but...heavily weighted with...cultural practices." Psychologist Karen Horney, departing from Freudian concepts, says the basis of women's envy of men is the opportunities our present society affords them (53).

Jessie Bernard cites as a major goal of the women's movement a "shared-role" ideology. In place of a single occupational role for men and a dual role for women, both will work part time, both share the rearing of children and household chores (10:235).

There is increasing evidence that the rigid roles presently imposed upon men and women in our highly competitive society are dysfunctional to both. Long ago Mirra Komarovsky spoke of men and women living in separate worlds--even in the Blue Collar World (61). The higher death, suicide, and crime rates for men in our

society reflect the unremitting pressure to succeed. There is indication that marriages where men have achieved the cultural ideal of success are most likely to deteriorate (30:193).

William H. Whyte, Jr., in "The Wives of Management," described women more often living lives of quiet despair than happiness, often driven to alcoholism by the "negative" roles defined for them (120).

Children also suffer, middle- and upper-middle-class homes where women do not need to work for economic reasons are often as "fatherless" as the "broken" home or as "motherless" in terms of a happy mother as those in which women must perform dual roles because one income no longer suffices (126). Urie Bronfenbrenner

s. s:

Our national rhetoric notwithstanding, the actual patterns of life in America are such that children and families come last. Our society expects its citizens first of all to meet the demands of their jobs, and then to fulfill civic and social obligations. Responsibilities to children are to be met, of course, but this is something one is expected to do in his spare time (15:141).

Jessie Bernard predicts that women "will ask industry to accommodate to the family rather than requiring the family to accommodate to industry (10:235)." Such demands from women will have considerable impact on educational institutions of the future.

The Mature-Woman Student

Although one novel (16) and a rash of articles concerning the mature woman who returns to college have appeared recently in popular magazines, newspapers, and journals (6), (33), (50), (52),

(69), (79), (82), (84), (89), (92), (99), (102), (103), (119), (125), K. Patricia Cross points out that "we know very little about the adult student who constitutes an extremely important segment of those enrolled in institutions of higher education (25:52)."

There has been little research on the mature-woman student who returns to school after a period of absence and almost none on the woman who returns to a community college.

Rovena Jacobson, studying special counseling programs for adult women, found that their primary problem in returning to school was lack of self confidence (55). Joseph Katz et al. studying the educational and occupational aspirations of adult women at San Jose City College and Stanford University found that junior college women had lower self-esteem and were more security oriented than women at Stanford (57).

Despite their fears, mature women do well in academic work. The 1928 studies of Edward L. Thorndike indicated that learning capacity does not decrease materially until after age forty-five (110:117); more recent research indicates capacity for learning needs only the opportunity to be exercised to remain intact to much more advanced ages. Dale Hull, studying maturity as a variable at Missouri University, found that mature women make better grades than younger women. I. T. Halfter found that mature women were significantly superior to younger women in total school performance and that ten to thirty years absence from formal academic study had no effect on grades (50). Barbara Doty found that mature women are

highly motivated to achieve academically (32).

Most researchers recommended increased and specialized counseling services for women. Rosalind Loring and Mary Adams, developing a model program for junior college counseling, stated "every report issued by... the Presidents' Commissions and by the Commissions of forty-nine separate states on the status of women have explicitly recommended counseling as a primary need of... women." She recommends group counseling for mature women and the use of paraprofessionals drawn from women students themselves (66). Concern was voiced about the quality of counseling for mature women. A final report on women's education, University of Utah, recommended that counselors be retrained to understand changing women's roles (117), and a report on the status of women at California State College at Fullerton warned against "stereotyped" counseling of women into traditional occupational fields and roles (94).

Although mature women return to school for a variety of reasons (to escape boredom, to meet new friends) largely their educational goals are serious, and they hope and expect to make use of their education when goals have been achieved. Betty Shoulders, in a study of adult-women students in two small-town and two metropolitan community colleges, found that most women aspired to a B. A. degree and intended to work outside their homes (105). Judy Aanstad, studying mature women at Santa Fe Junior College in Florida, found that reasons for women returning to school included

completion of educational goals, development of new skills, and preparation for employment (1). John Grover Wilkins found that the dominant reason for mature women to return to school at the University of Pittsburgh was vocational (123).

Despite their serious academic goals and evidence of academic success, what is the current status of women in education and in society at present?

Education of Women

In Woman's Place, Cynthia Fuchs Epstein says:

The ideology of equality...specifies that all should fully exploit their potentials and that the exploitation of an individual's potential is beneficial to society. It implies conversely that society loses when it fails to utilize talent. It remains clear, however, that specific talents are attributed to particular social categories--that they are socially defined and associated with a class, a sex, or an ethnic group, thus setting the major theme of equality against some assumed and underlying themes of inequality (34:34).

The underlying theme of inequality has had profound effects on the status of women. In an address entitled "A Graduate Student in Population Planning Looks at the Future for Women," Carolyn Houser says:

The status of women compared to men has been declining in the United States for decades, according to Dean Knudsen, Professor of Sociology at Purdue University, whether measured by occupation, income, education, or political power. Proportionately fewer women hold professional or technical jobs now than women held in 1940. The 42% gap between the average earnings of men and women is widening...Black and white women with some college education earn less than the average black man with eight years of education. Women's proportion of Ph.Ds., law degrees, and professional positions are less now than they were in 1930. Women are earning proportionately fewer Master's Degrees than they did thirty years ago and have a smaller proportion of college-teaching positions. There are fewer women in government now than ten years ago (124:59).

Representative Edith Green agrees that women are losing ground. "Even in elementary schools," she points out in an article in College Management, "where more teachers are women, men are the principals (46)."

In Beyond the Open Door, K. Patricia Cross cites "three major barriers to higher education--low socioeconomic level, low tested academic aptitude, and female sex (23:6)." And, although she feels "the junior college is playing a highly significant role in the democratization of higher education (25:48)," she also points out that "the bastions of male predominance at the undergraduate level are the private universities and the public community colleges, where the ratio is sixty men to forty women among entering students (27:33)." She finds it ironic that

inasmuch as public community colleges were established explicitly to provide equality of educational opportunity for all...they, of all places, find themselves devoting more money and effort to the education of men than women. The reason: the community colleges serve large numbers of students from the lower socioeconomic levels and in this conservative segment of society women's roles are clearly stereotyped (27:33).

"In a junior college," Leland L. Medsker wrote in 1960, "with two or three times more men than women...the educational interests of women are neglected (72:46)."

In view of the increasing numbers of mature women returning to school and the seriousness of their goals, how should Skyline College be responding if the needs of its women students are not to be neglected?

PROBLEM OF THIS STUDY

In the Fall Semester 1972, women comprised 45 percent of persons enrolled in day classes, and of this number 25 percent were aged thirty and over. Women comprised 55 percent of persons enrolled in evening classes, and of this number 35 percent were aged thirty and over. With a nationwide trend of increasing numbers of women returning to school, mature women will represent an increasingly large subgroup of the Skyline College student population.

This study is an attempt to correctly assess the needs of mature-women students, to determine whether the college is meeting their needs or whether changes are indicated in the college structure and in curricula, and to determine whether recruitment of mature-women students will better serve the needs of the community Skyline College represents. More specifically the study is designed to answer the following questions:

1. Who are the women who are returning to Skyline College? What are their general characteristics? What is their marital status? Do they have children? Are they employed outside the home?
2. How long have these women been out of school, and what was their level of education before they entered Skyline? Have they attended other colleges? Have they changed majors or vocational plans since high school or earlier college days?
3. Are these women who wanted to pursue an education earlier and

who were prevented from doing so? If so, what were the obstacles? Family obligations? Lack of funds? Stereotypic sex-role counseling or attitudes at earlier periods of their lives?

4. Was their return to school influenced by the women's movement-- through personal experiences, articles in popular journals or current books, or friends who have been influenced by the movement?
5. Why have these women returned to school after a period of absence? Are their goals primarily economic? Gaining employment skills? Preparing for a profession? Self-actualization?
6. If there are economic motivations, to what are they attributable? Loss of or impending loss of spouse support? Unemployment or under-employment of spouses? Insufficiency of one income to support the family? Dead-end, low-paying jobs which women hope to change through increased education?
7. Do special problems exist for mature-women students? If so, what actions can Skyline College take to alleviate their problems? What services and classes are most meaningful? What additional services are needed? Should women's studies courses be offered?
8. Do women experience role-conflict or other problems in their personal lives as a result of returning to college? What can the college do to minimize such problems?

The following method was used to design a study to answer these questions:

METHOD

1. I interviewed a number of mature women to elicit preliminary information regarding the needs of returning-women students and their reasons for returning to school after varying terms of absence. "Mature" women, for purposes of this study, means, by definition, women aged thirty and over.
2. Based on information obtained from interviews, I designed a questionnaire which was submitted for criticism to instructors, school administrators, and colleagues. A revised questionnaire, incorporating suggestions, was then submitted to a small sample of mature-women students, and their answers were analyzed for the purpose of eliminating ambiguities in wording of questions.
3. A final form of the questionnaire together with a covering letter was mailed to the 921 women students aged thirty and over enrolled day and evening at Skyline College Fall Semester 1972. Of this total, 626 women were enrolled in evening classes, 254 in day classes, and 41 in both day and evening classes. A copy of the covering letter and of the final questionnaire are included as Appendixes A and B.
4. Questionnaires were returned by 475 (52 percent) of the women. Answers to open-ended questions were analyzed and coded. A copy of this additional coding is attached as Appendix C. All answers were then transferred to mark-sense cards so they

could be handled by computer.

5. A search of the literature regarding women's education was requested from the Education Research Information Center (ERIC), San Mateo County Board of Education.

Results of the study follow:

RESULTS

The Sample

To see if respondents correspond with the total population of mature-women students, I will compare them in terms of:

1. Enrollment in day and evening classes,
2. Cities of residence,
3. Age.

Table 1

Enrollment of Total Mature-Women Students
Compared to Respondents

<u>Division</u>	Total Women (in percent) N=921	Respondents (in percent) N=463*
Evening classes	68	64
Day classes	27	32
Both day and evening	5	4
	100	100

Table 1 shows that enrollment of respondents corresponds closely to that of total number of mature-women students.

The following table compares cities of residence of respondents with that of total number of mature-women students:

*Not all women answered every question; numbers of respondents vary.

Table 2

City of Residence of Total Mature-Women Students
Compared to Respondents

<u>City of Residence</u>	<u>Total Women (in percent) N=921</u>	<u>Respondents (in percent) N=460</u>
Burlingame	3	3
Colma	1	2
Daly City	19	17
Millbrae	6	6
Pacifica	19	20
San Bruno	21	22
San Francisco	7	7
So. San Francisco	17	18
Other	<u>7</u>	<u>5</u>
	100	100

Table 2 shows that respondents also correspond closely with total numbers of mature-women students when cities of residence are compared. More than three-fourths of respondents, as well as total mature-women students, reside in the four cities: Daly City, Pacifica, San Bruno, and South San Francisco; this also corresponds closely with cities of residence of the entire student body. Although most women come from the areas directly served by the college, some come from as far south as San Jose, Cupertino, and Portola Valley.

The following table compares ages of respondents with those of total number of mature-women students:

Table 3

Ages of Total Mature-Women Students
Compared to Respondents

<u>Age Bracket</u>	<u>Total Women (in percent) N=921</u>	<u>Respondents (in percent) N=447</u>
30-34	29	31
35-39	20	22
40-44	18	19
45-49	15	14
50 and over	<u>18</u>	<u>14</u>
	100	100

Table 3 shows that respondents also correspond closely in age with total number of mature-women students.

Since respondents reflect characteristics of total number of mature-women students in the three areas of enrollment in different divisions of the college, cities of residence, and ages, it is plausible that respondents are representative of the total population of mature-women students in other characteristics also.

Who are the women who return to college?

Characteristics of the Mature-Woman Student

As can be seen from Table 3, the largest percentage of women (29 percent) fall in the age bracket of 30-34. Although numbers of women attending decrease somewhat in older-age brackets, slightly more than half of the sample are aged forty and over, whereas slightly less than half are aged thirty to thirty-nine. Eighteen percent are aged fifty or over. The following table shows marital

status of mature-women students:

Table 4

Marital Status of Mature-Women Students

<u>Status</u>	(in percent) <u>N=467</u>
Married	75
Widowed	7
Divorced	9
Separated	3
Single	6
	<u>100</u>

Table 4 shows that three-quarters of the women are married and another 19 percent are now widowed, divorced, or separated. Only 6 percent of the women are single. Although it is to be expected that more women aged thirty and over will be married than single, the data also suggest that it may largely be the married woman who returns to school. The single woman may have completed her education and established herself in a career. It may also be that the married woman, supported by her husband, and whose children are in school has more leisure to attend school. The employment status of these women should show if this latter explanation is correct. The following table shows employment status:

Table 5

Employment Status of Mature-Women Students

<u>Employment Status</u>	(in percent) <u>N=464</u>
Employed full time	39
Employed part time	17
Not employed	44
	<u>100</u>

The 56 percent of women employed full or part time probably include the 6 percent who are single and most of the 19 percent who are widowed, divorced, or separated. However, a large number of married women are performing the dual roles of housewife-mother and outside worker in addition to the role of student. This fact should be considered in college plans to meet the needs of these women.

Over 90 percent of the respondents have at least one child. Nearly half have three or more children. Moreover, over 25 percent have four or more children. The following table shows number of children:

Table 6

Number of Children of Mature-Women Students

<u>Number of Children</u>	(in percent) <u>N=451</u>
None	10
One child	13
Two children	28
Three children	23
Four or more children	<u>26</u>
	100

Clark Kerr's statement that "more students (are) expected to drop in and out (of college) as (suits) individual schedules and needs (60:108)," is of particular application to women. The following table shows that nearly two-thirds of the women attended other colleges before coming to Skyline:

Table 7

<u>College Experience Before Entering Skyline College</u>	
<u>Level of education</u>	<u>(in percent) N=467</u>
No previous college	39
Some previous college	<u>61</u>
	100

A surprising number of women (18 percent) have four or more years of college before attending Skyline. The following table shows this breakdown:

Table 8

<u>Highest Level of Education Before Entering Skyline</u>	
<u>Level of education</u>	<u>(in percent) N=467</u>
Less than high school	6
High school graduate	33
*Some college	39
A. A. Degree	4
Four or more years coll.	<u>18</u>
	100

Table 8 also shows that 39 percent of mature-women students have less than or only a high-school education when they enter Skyline. The college should keep in mind that the needs of mature women with four or more years of college may differ radically from those with only a high school education. The following table shows types of other colleges attended:

*Includes some women with three-year nursing programs.

Table 9

<u>Types of Colleges Previously Attended</u>	
<u>Type of college</u>	<u>(in percent)</u> <u>N=462</u>
Public community college	17
Business college	6
State college	7
State university	6
Private college or univ.	10
Other	5
More than one	21
No other college	<u>28</u>
	100

How long have these women been out of school before returning to Skyline? The following table shows that 50 percent of the women had been out of school for fifteen or more years, and 72 percent had been out of school for ten or more years:

Table 10

<u>Length of Time out of School</u> <u>Before Entering Skyline College</u>	
<u>Time out of school</u>	<u>(in percent)</u> <u>N=464</u>
0-4 years	18
5-9 years	10
10-14 years	22
15 or more years	<u>50</u>
	100

Of mature women who entered Skyline College in its first year of existence, 18 percent were still in attendance Fall Semester 1972. The following table shows that over half of the women had attended Skyline for more than one year:

Table 11

<u>Year Entered Skyline College</u>	
<u>Year entered</u>	<u>(in percent)</u> <u>N=467</u>
1969-70	18
1970-71	14
1971-72	25
1972-73	<u>43</u>
	100

The majority of women entered Skyline at the beginning of a new school year, as the following table shows:

Table 12

<u>Semester Entered Skyline College</u>	
<u>Semester entered</u>	<u>(in percent)</u> <u>N=466</u>
Fall	75
Spring	16
Summer	<u>9</u>
	100

Most of the women (58 percent) can be considered as in their freshman year, judged by units completed. The following table shows freshmen and sophomores:

Table 13

<u>Freshmen and Sophomores</u>	
	<u>(in percent)</u> <u>N=454</u>
Freshmen (less than 30 units)	58
Sophomores (more than 30, less than 60 units)	18
Completed 60 or more units	<u>24</u>
	100

Table 13 shows that 18 percent of the women are sophomores. Surprisingly, nearly one-fourth have completed the number of units required for graduation or have completed more advanced degrees, indicating that many women attend a community college for other reasons than acquiring undergraduate units or an A. A. degree. The following table shows number of units completed:

Table 14

<u>College Units Completed</u>	
<u>Units completed</u>	(in percent) <u>N=454</u>
None	20
1-14	23
15-29	15
30-44	8
45-49	10
60 or more	24
	<u>100</u>

Only 10 percent of the women are full-time students, as the following table shows:

Table 15

<u>Numbers of Units Currently Enrolled in</u>	
<u>Number of units</u>	(in percent) <u>N=461</u>
1-5	68
6-11	22
12 or more	10
	<u>100</u>

North San Mateo County, the area served by Skyline College, includes the highly industrialized areas of South San Francisco

and Daly City, as well as the commuter communities of San Bruno, Colma, and Pacifica. The community is highly urban, highly mobile, predominantly lower-middle class, with some sections of middle-class housing. The following table shows that 71 percent of mature-women students have yearly family incomes under \$15,000:

Table 16

<u>Yearly Family Income</u>	
<u>Income</u>	<u>(in percent)</u> <u>N=447</u>
Under 4,999	3
5,000-9,999	21
10,000-14,999	47
15,000-19,999	11
20,000 or more	18
	100

Since these figures include incomes of single women, families with four or more children, and families in which the wife works full or part time, the average family income of mature women at Skyline College is not high. Women playing dual roles are clearly working outside their homes for economic reasons as do the majority of women now in the labor force (64:224), (115). These women, like those who do not need to work, may return to school because it affords them self-fulfillment.

Summary of Demographic Characteristics and Educational Status

Roughly half of the mature-women students at Skyline College are under forty years of age and half are forty or over. Three-fourths are married; 19 percent are widowed; divorced, or separated from husbands; 6 percent are single. Most (92 percent) women have one or more children; nearly half have three or more children.

More than 50 percent of the women work at least part time and nearly 40 percent work full time; many women, therefore, play dual roles in addition to their role as students.

Sixty-one percent of the women have had previous college experience before entering Skyline College, attending public junior colleges or private or state colleges or universities, many more than one. Seventy-two percent have been out of school for ten or more years.

Over half of the respondents have attended Skyline College for more than a year, and 18 percent have attended since its opening year 1969-70. Most women enter fall semester.

Although most women can be considered as still freshmen judged by units completed, nearly 25 percent have more than the number of units required for graduation or have advanced degrees; only ten percent are full-time students.

Average family income is not high, and the woman who plays a dual role in addition to her role as student probably does so from economic necessity.

Reasons Women Did Not Continue Education

To what extent do the reasons given by women for not continuing their education reflect different societal attitudes toward the education of women from that of men? Helen Astin referred to the importance of parental encouragement and support to the educational achievement of daughters (5). Mirra Komarovsky has stated that to many families and to the daughters themselves, the

education of daughters does not matter so much as that of sons (62:67).

Comments made by women in response to the question of why they had not continued in school show their awareness of the influence of parental attitudes. One woman said her

parents felt higher education of daughters to be a waste of money and time. Looking back now with regrets, I know I could have managed to work my way through college; however, I was quite dependent on the family emotionally.

Another woman said, "My parents did not offer or suggest further education. They assumed I would go to work after high school."

Sometimes restriction of a woman's choice of subject field in high school to those considered "appropriate" for women discouraged her from going on to school. One woman who was "forced by home circumstances" to change her high school major from a college preparatory one to a business major gave as her reason for not continuing "disliked major."

The expectation that a woman would remain with her family after graduation from high school until she married rather than going on to school to pursue an independent career for herself was another reason given for not continuing. "After graduation," she explained, "I went to Japan to join my family. (My) father was an engineer, (and we) moved every two years."

Frequently the absence of parental or societal encouragement resulted in lack of confidence in academic ability. One woman dropped out of school because:

I lacked self-confidence to an extreme degree, though other reasons were my excuse then, i.e., disliked school, had to go to work, had no particular goal to which school seemed to contribute, marriage.

The following table shows that 25 percent of the women quit school when they married. Others quit school because they could not afford to continue (or parents could not afford to send them), because they had to or wanted to go to work, or because they had no particular goal to which school seemed to contribute. Such reasons reflect the lack of importance attached to college education for women.

Table 17

Reasons for Not Continuing Education
Directly after High School

Reasons	(in percent) N=448
Marriage	25
Had to go to work	18
Wanted to go to work	10
Could not afford to continue	13
No particular goal to which school contributed	6
Disliked school	1
Other	4
Did continue	23
	100

Women do not drop out of school because of lack of interest in education (only 1 percent say they disliked school). This interpretation is reinforced by the reason given by 40 percent of the women for returning as "always wanted to return" (Table 20).

Reasons for Returning to School and Primary Goals

Abraham Maslow's hierarchy of needs specifies that as persons within a society are able to satisfy basic physiological needs and safety needs, they develop "higher" needs for belongingness and love, the need for esteem, and, finally, the need for self-actualization or developing and using one's highest potential (68). Maslow's theory has significance for those planning programs for mature-women students. Forty-three percent of the women checked "personal enrichment" as their primary goal in returning to school. The following table shows primary goals:

Table 18

<u>Primary Goals of Mature-Women Students</u>	
<u>Goals</u>	<u>(in percent) N=466</u>
Personal enrichment	43
Prepare for new career	24
Increase skills for present job	11
Prepare for employment	7
Learn more about specific interest unrelated to work	10
Other	3
No particular goal	2
	<u>100</u>

The 43 percent who seek personal enrichment probably includes women who have no economic reasons for working outside the home. Joseph Katz warns that "feminists should recognize that some women (and men) are content with just the housewife role," and suggests that in planning for women's education, "this pattern should be retained (57:52)." Although part of an oppressed group, women

adequately supported by husbands also form a privileged group. Freed by labor-saving devices, with children of school age, these women have the leisure and opportunity to pursue varied and personal interests. Such women are not likely to think of themselves as oppressed.

Not all women in this category were satisfied with Skyline's offerings in the realm of self-enrichment:

I have been very unhappy about the lack of a larger selection of courses in the performing arts available at night. Someday, when people work four days a week they might like something more to do for recreation than watch TV with a sixpack. Skyline has a beautiful theater that is wasted to the taxpayers because the community has little opportunity to use it from either front or back stage.

She had practical suggestions to offer:

I am sure that if you offered practical training for creative arts as a second career for adults or young people with time for evening classes you could gradually fill any good classes you could give. Where is mime, puppet theater, children's opera? There are older people in all communities who need something to add new dimensions to their lives, housewives with only a few hours free a few days a week, men who need to relax--all with a need for a diverting, total immersion in an alternative to boredom, canned entertainment, sleeping pills and aspirins.

This woman showed an awareness of changing needs of women and men in an affluent society.

The (chorus) has been a big success this semester. Your ads for the music program on KKHI are in the right direction. With luck, that poor, vacant, unloved shrine known as the main theater could hold more than one concert--meager--in a semester. There must be a four-part community chorus and a chamber music group lurking somewhere in the combined city cluster our school serves. Can't we try to help people up and out and doing with their souls to make or witness beautiful events at Skyline. I feel the taxpayers need an alternative to pay and complain--they'll pay admission and cheer if something thrilling is happening here.

The majority of women, however, who were interested in self-enrichment, found Skyline's offerings contributed to greater awareness of themselves and the world, which they found rewarding (see Table 30). The woman who said she returned to school to "look at myself and realize who I am and where I'm going," is typical of this group. Another expected school would "broaden my horizons--I've been home ten years--(and to help) find what directions I'm interested in--what is available--for personal enrichment." Another says she is

glad to be alive and (I) look forward to an opportunity of expanding and growing with the fine educational benefits we can achieve at having another college (Skyline) whereas it was difficult to go to San Mateo or San Francisco because of time element.

Still another says her

personal goal is to become a more capable individual with many skills and interests...I want to try things I never had time for before, and I want to find an area of interest that I can excell in.

Enrolled in home economics, this woman says "sewing now, flying next."

One of these women is indulging a "lifelong ambition to learn to play the organ." She says she

expected to learn enough basic music skill to play solely for my own enjoyment and relaxation...I didn't dream classroom instruction could be so rewarding. (The instructor) has taught us to develop our own style of playing, and I am developing my organ skills beyond my expectations. (The instructor) is terrific, the class is fun, and good therapy.

Another is happy she can study "what I choose to learn and not what was dictated by an assigned, rigid, stupid course of

study judged by someone else what was best for me." She explains:

I just think it's great that an educational institution so close offers so much for my interests...when I attended high school and college I could care less about any of the courses I took. It is now that I find I am tremendously interested in biology, archeology, politics. I'm not interested in units or grades, and I do not want to be part of the pupil trap--that is, competition, instructor ego, requirements.

These women are heavily influenced by the one-role ideology; home and family come first. A woman who returned because of a "lifetime desire to pursue an Art major" says she "must take less art courses per semester (than desired) in order to maintain my home properly." Another says, "I find it stimulating to be taking any course which contributes to homemaking and home maintenance skills."

Women justify their return to school on the basis of their training that woman's proper role is to serve others. One woman said she came back "to study and see if I could get a degree, so I could get a better job and help others, in whatever field I could best fit."

In Profile of the Community College, Charles R. Monroe says, "The idea that one's education should stop after a few years of formal instruction during childhood and adolescence has gone out of style (76:129)." Many women share this concept of education as a continuing process. One woman's purpose was "continuation of my education which I hope I can always do." Another's was "self-enrichment with perhaps a satisfying career when children are independent...I've always enjoyed school and take courses I like with a career in mind perhaps."

A woman over fifty expresses both the view of education as a continuing process and as, incidentally, having led to a degree, a teaching credential, and a part-time career:

I was graduated from high school in 1937, entered College of San Mateo that year, received my A. A. degree in 1940. In 1953, when my children were seven, five, three, and one, I returned to college part time. Since that time I have taken at least one course every year. I received my B. A. from San Francisco State in 1968, my General Elementary credential in 1972. I'm currently working as a substitute teacher. I now attend classes for personal enrichment and enjoyment.

Many women who felt that the acquiring of a degree or preparation for a career were incidental to their return to school became hooked on education. One woman returned "initially to broaden my scope of knowledge, but got caught up in excitement of learning and went on to a degree and a credential." One's expectations were "mind stretching," but "the idea of training for employment came later." Some women were apologetic about career goals; one felt her hope to enter medicine was a "pompous sounding" goal.

Betty Shoulders (105), Judy Aanstad (1), and John Wilkins (123), found that mature women had serious academic plans. As the following table shows, this is also true at Skyline:

Table 19

Certificate or Degree Plans of
Mature-Women Students

Type of Program	(in percent) N=312
Certificate Program (Cosmetology, Inhalation Therapy, Secretarial, Nursery School, etc.	14
A. A. Degree only	23
Transfer to four-year college	41
Other	22
41	100

As Table 19 shows, 41 percent plan to transfer, 23 percent are working toward an A. A. degree (some add a "maybe" to plans for transfer), and 14 percent are working toward a certificate program qualifying them for employment. I suggest many women use self-enrichment to get their feet wet to find out if they are academically suited for advanced education.

Most women do not see themselves as motivated to return by the women's movement. Reasons for returning to school are given on the following table:

Table 20

Reasons Mature Women
Return to School

Reasons for return	(in percent) N=450
Always wanted to return	40
Dissatisfaction or boredom at home	14
Dissatisfaction or boredom at work	9
Anticipated economic necessity	6
Present economic necessity	3
Friends who returned to school	2
Women's movement	1
Other	25
	100

Some women spoke up against the women's movement. "I'm delighted with my role in life," one woman said, "and am not push-
for women's rights." Another says if she

were younger it would be my interest to improve my knowledge and to enrich my life, but I wouldn't look to Women's Lib for this. I certainly encourage all the wonderfully talented women to "hang in there"--but they can do it without Women's Lib.

She does not explain how women are to "hang in there," nor does the woman who said, "I feel women can make it better through integration," specify whether, under present sex-role definitions, women are already integrated or need, like blacks, to fight to achieve integration.

Single women identified with the women's movement more than married women (Table 4 shows 25 percent were single, widowed, divorced, or separated). One objected, "Why not ask my occupation, rather than husband's?" Another criticized:

Although I appreciate your efforts in promoting women's interests, I find it quite ironic and insulting that this application gave six questions for married women before asking my marital status. Total of ten questions for married women; single women questions zero. Who do you think started Women's Lib?

Married or single, the majority of women were interested in courses designed for women:

Table 21

<u>Interest in Courses Designed for Women</u>	
<u>Interest in courses</u>	(in percent) <u>N=441</u>
Interested	67
Not interested	<u>33</u>
	100

As the following table shows, women were interested in courses designed to aid with self-discovery and in practical courses (careers open to women, legal rights of women):

Table 22

Interest in Specific Courses
Designed for Women

Type of course	(in percent) N=441
Self-discovery	19
Practical information	15
Both information and self- discovery	32
Other	1
Not interested	33
	100

Women were also aware that men need help in adjusting to changing sex roles. One suggested "consciousness-raising for men might be helpful," and another "workshops are necessary for husbands of women students to adjust to wife's new interests, friends, and needs."

Many women were interested in a woman's self-help discussion group, and of those who checked "not interested," many gave "lack of time" as their reason:

Table 23

Interest in Women's Self-Help
Discussion Group

Interest in group	(in percent) N=442
Interested	42
Not interested	58
	100

Although most women do not see themselves as revolutionaries, they do reveal disenchantment with the single role of housewife or dual role of housewife and routine job. Some confess to a "general

fear of mental atrophy." One felt the "need to be exposed to some thinking persons." Another came "to convince myself I had a brain worth saving." One hoped to "develop interests other than home and family with particular emphasis on art."

Some, aware of a world in turmoil, wanted "to learn about our changing society, to keep in touch." Another wanted "mind expansion, acquisition of new perspectives, possibly new values." One said she returned "primarily to increase my knowledge of myself and the world around me, to relate to a changing world and perhaps incidentally acquire a degree."

Convinced their primary duty is to home and family, women had difficulty admitting to boredom but recognized the need to fill the void. "I do not consider dissatisfaction or boredom the reason," one woman explained, "but my children are growing up; I need to have a new interest and to prepare myself for a career."

I suggest many women who always wanted to return to school (Table 20) feel some dissatisfaction with their conventional roles. One explained, "I'm thirty-three, my youngest child is eight; I could see that at forty, there'd be nothing to keep me at home." Another said, "As my children need me less, I want something new."

Something new often means a job or a new career. Again, women are thinking in terms of self-actualization, not in terms of "a job to help out." One woman wants to "improve my potential toward obtaining meaningful employment, not just a dull job." Another says she "knew I would return to work when the children were grown, and I wanted to get an interesting job." The following quotation expresses the feelings of many women:

I definitely feel there is a need for women like me who have the qualification of maturity even though we don't have the experience or education to qualify us for jobs. We don't have the years left for a long extended education. I am taking classes for my own self-enrichment, but would like guidance toward preparing me for a vocation. I took the outlined Guidance course at Skyline, but it fell far short of what I wanted. I'm old enough to know my capabilities and aptitudes. What I wanted were suggestions of fields that could possibly be opened to me through, say, a two-year course at Skyline. I don't want to go to work right now as I still have younger children at home, but I am looking toward the future when I will want to enter the working force. I want to be prepared.

Of the 14 percent of women who admitted to dissatisfaction or boredom at home, many expressed an interest in employment (Table 20). Preparation for a career or employment was the primary goal of 31 percent of the women, and another 11 percent wanted to upgrade skills, presumably to qualify for promotions (Table 18). These findings support those of Pat Durchholz and Janet O'Connor at the University of Cincinnati who found that 35 percent of adult women returned to school to prepare for employment (33:62).

Present or anticipated economic necessity motivated 9 percent of the women to return to school (Table 20). One woman's husband "had a heart attack, and we are not adequately covered should he have another; I am not trained to make a wage adequate to support us." One said, "if I ever had to support myself and my children I would need additional education." Another said "the economic status in our family today demands more education to hold a better job." For one woman "a pleasant retirement too late concerns" her.

Frequently divorce or widowhood led to a situation of crisis. A fifty-one year old widow stated her "only income--Social Security

for minor children ends in 1974-75." Another said, "I have been on welfare, and my intention is to finish my course so I can go back to work and get off welfare." One woman who returned because of economic necessity was successful in developing marketable skills:

When I separated from my husband, I enrolled in Skyline to learn business skills to get a job. I had been married for fifteen years and was completely out of touch with the outside world. I was extremely frightened, shy, and ill-equipped to face the prospect of working outside the home; and without much hope of getting a job under my circumstances--six children and no work experience--in the current job market. After one year at Skyline I was able to get a good job.

The number of women interested in new careers shows that many want to change goals from those planned in high school or early college days. These women were predisposed to seek further education judged by high school majors, shown below:

Table 24

<u>High School Majors</u>	
<u>High school major</u>	(in percent) <u>N=453</u>
College preparatory	53
Business	32
Vocational	5
Other	<u>10</u>
	100

Table 24 shows that 53 percent were in college preparatory majors, and another 32 percent were in the traditional field of business which may have prepared them for routine jobs they now hope to change. One woman said she hoped "to escape the secretarial syndrome."

But majors have not changed greatly as the following table shows:

Table 25

Comparison of Majors at Previous College and Skyline

<u>Majors</u>	<u>Previous College (in percent) N=285</u>	<u>Skyline College (in percent) N=464</u>
Business or Business Admin.	18	15
Fine Arts (Art, Drama, Music)	4	7
Humanities (English, Languages, Liberal Arts, Education)	26	7
Mathematics	1	
Physical Educ. and Recreation	1	
Physical and Life Sciences	7	3
Social Sciences	12	8
Vocational (Cosmetology, Dental Assisting, Home Economics, etc.)	16	6
No Major	<u>15</u>	<u>54</u>
	100	100

Women are not choosing majors in traditionally masculine fields of mathematics and science; whether this reflects personal choice or stereotyped counseling is not known. Although the greatest change is a drop in humanities majors, many of those who declared no major are probably enrolled in humanities courses. Enrollment in courses is shown in the following table:

Table 26

Courses Currently Enrolled in

<u>Courses</u>	<u>(in percent) N=448</u>
Business or Business Admin.	13
Fine Arts	20
Humanities	16
Mathematics	2
Physical Educ. and Recreation	2
Physical and Life Sciences	4
Social Sciences	11
Vocational	7
Courses in more than one area	<u>25</u>
	: 100

Terry O'Banion and Alice Thurston have said that "low cost" and "close to home" frequently lead all other reasons for attending a junior college (83:31). As shown below, the primary reason mature women choose Skyline is convenient location:

Table 27

<u>Reasons for Choosing Skyline College</u>	
<u>Reasons</u>	<u>(in percent) N=468</u>
Convenient location	63
Wanted particular course or program	23
Low costs	7
Do not qualify for state college	2
Publicity about Skyline	1
Other	4
	100

However, as Table 27 shows, 23 percent were attracted to Skyline because of a particular course or program; this fact and the fact that women will come from as far as Portola Valley to attend courses they cannot get elsewhere should be noted.

Expectations and Fears

In the Community and Junior College Journal, Virginia Pfiffner says that fears of women students center around the fear of being different, the fear of being unfeminine, and the fear of damaging their relationships with men (89:12). "Femininity is identified with incompetence, helplessness, passivity, noncompetitiveness, being nice, but age does not improve these qualities," according to Susan Sontag, "Exceptional mental powers can increase with age, but women are rarely encouraged to develop their minds above dilettante standards (108:31)."

Psychologist Matina Horner, president of Radcliffe, says women fear success because it "poses a threat to the sense of femininity and self-esteem (82:120)." Women have both "a motive to achieve as well as a motive to avoid success," Sandra and Daryl Bem point out (8:202).

The data suggest that the mature-woman who comes to Skyline for self-enrichment is less frightened and more satisfied with her school experience than the woman who comes to prepare for employment or transfer. Women's expectations are shown on the following table:

Table 28

<u>Expectations Regarding Return to School</u>	
<u>Expectations</u>	(in percent) N=306
Self-enrichment, expanded horizons	52
Acquire specific subject knowledge	23
Prepare for work, upgrade skills	13
Prepare for transfer	8
No expectations	4
	100

Experience matched expectations for the majority of women:

Table 29

<u>Expectations Realized</u>	
<u>Expectations</u>	(in percent) N=405
Fully realized	69
Somewhat realized	23
Somewhat disappointed	7
Very disappointed	1
	100

The following table shows which expectations result in most satisfaction:

Table 30

<u>Expectations vs. Actual School Experience</u>					
<u>Expectations</u>		<u>Expectations Realized</u> (in percent) N=300			
		<u>Fully Lived Up To</u>	<u>Lived Up To Some</u>	<u>Some or Very Disappoint.</u>	
Self-enrichment	(N=158)	80	18	2	100
Prepare employ.	(N=37)	62	32	6	100
Learn spec. subj.	(N=68)	67	21	12	100
Prepare transfer	(N=26)	54	31	15	100
No expectations	(N=11)	55	41	4	100

Table 30 shows that satisfaction is lower for women who come back to prepare for employment or transfer or to learn specific subjects. Perhaps the woman seeking self-enrichment chooses courses in which she already has some interest, whereas the woman who wants to prepare for employment or transfer takes required courses she finds more difficult. Although women who have completed degrees are among those who return for self-enrichment, the college should question whether it is adequately meeting the needs of women who seek transfer or preparation for employment.

Women who see their most serious problem as need to acquire good study habits (27 percent) show a need for help (Table 34). One said, "There should be a course designed to help students who have been out of school for some time." Another suggested a

"woman counselor to counsel female students regarding programs or careers would be beneficial." Eleven percent of the women felt they received insufficient counseling or help with goals (Table 34).

Fears regarding academic success proved groundless. (See page 10 for research on academic performance.) One Skyline woman who had been out of school for eighteen years said she "was scared to death and expected school to be much more difficult than it proved to be." Another who doubted her ability to succeed and to comprehend and study properly found these were "all false apprehensions." Mature women underestimate the knowledge and experience gained in years out of school. Expectations regarding difficulty in returning to school are shown on the following table:

Table 31

Expectations Regarding Difficulty of Return to School	
<u>Expectations</u>	(in percent) <u>N=44</u>
Expected to be difficult	57
Expected to be easy	43
	<u>100</u>

School proved easier than many women expected.

Table 32

Expectations Realized Regarding Difficulty of Return	
<u>Expectations realized</u>	(in percent) <u>N=44</u>
Proved easier	70
Proved more difficult	30
	<u>100</u>

More women who expected school to be difficult found it easier than the reverse:

Table 33

Expectations vs. Actual School Experience
Regarding Difficulty of Return

Expectation	Actual Experience (in percent) N=44		
	School Difficult	School Easy	
School to be difficult (N=25)	8	92	100
School to be easy (N=19)	58	42	100

Data are not available regarding how many mature women drop out of school because they find it too difficult. Women in the sample were continuing despite difficulties. One who "expected to be smarter than I found I was," had no intention of dropping out. Another who "expected six units would be easy," found it "not easy but rewarding."

Women expressed fears about their scholastic abilities, but none mentioned fears that more education would damage images of their femininity.

Problems Women Encounter at School

The Continuum Center for Women, a growth and education center in Battle Creek, Michigan, considers the primary problem which mature-women face in returning to school is lack of self-confidence (101). Rovena Jacobson (35), Joseph Katz (51), and Gerald Self (102) also find lack of self-confidence a primary concern of women.

Mature-women students at Skyline appear to increase self-confidence and improve self-images. One says:

The one area in which I have noted marked improvement and upheaval was in my own self-image. I'm growing in enormous bounds and being an older student involved in a circle of younger generation students has helped. Also, the ability to succeed at my own pace without the horrible pressure of deadlines--so many units per semester or else--has made returning to school a delightful experience with rewarding fringe benefits.

Some gave credit to sympathetic and encouraging teachers for their improved self-confidence:

I received excellent counseling from every teacher I encountered, but most of all I received the encouragement I needed to gain confidence in myself. After one year at Skyline, I was able to get a good job, but more important, I feel I am better able to communicate with people and get along in the world as a total woman and complete person.

Education brought rewards in terms of social relationships:

Skyline College has filled a great need in my life. I seemed to have vegetated in housework and small talk. I feel stimulated now--so many new and interesting subjects have opened up to me. I have more self-confidence and can add my thoughts to a conversation with knowledge behind them. My goal is to graduate next year, but already I feel I will miss Skyline.

Increased self-confidence led to increased academic aspirations:

Although I went back to school to prepare for a career, I found that school widened my horizons greatly. I began to feel that I could attempt a more challenging career than I had previously thought. The courses I took helped me to realize what I really wanted to do--medicine--and gave me the confidence to try. A great deal of this is due to the encouragement I received from everyone attached to Skyline.

One woman said Skyline opened up "a whole new world, so much better than anticipated; it's helping me to become aware."

Another urged, "Please do what you can to help other women to

get back to school; for me school has opened up a whole new way of looking at the world." Another said, "school has boosted my morale and self-confidence, and my family like the idea."

A few had negative experiences; one mentioned "the lack of appreciation for someone who is just returning after many years; some teachers do not realize that twenty-five years from high school is quite a time gap."

The questionnaire for this study was not designed to elicit information concerning self-confidence. Spontaneous comments have been largely positive, but negative ones suggest that counselors and teachers should be made aware of this area of concern to their mature-women students.

Most researchers consider counseling of primary importance to mature-women students. (See page 11.) The following table shows that women at Skyline also feel this need:

Table 34

<u>Most Difficult Problem Experienced at School</u>	
<u>Problem</u>	<u>(in percent)</u> <u>N=457</u>
Acquiring good study habits	27
Insufficient help with goals	6
Insufficient academic counseling	5
Adjusting to role of student	6
Course work	3
Getting along with teachers	1
Age difference of other students	1
Other	7
No serious problems	<u>44</u>
	100

Comments expressed the need for counseling:

Time is paramount. I have to take courses applicable to a B. S. degree, although I have many other interests. I was anxious after not having been in school for so long, but I expected good counseling, which I really feel I did not receive.

Evening students and part-time day students felt lack of counseling was their greatest problem. One said:

It would help if counselors were available more than one night a week. I can't get there on Wednesday nights, and I sure could benefit from at least one session.

Another says:

Because of the general hustle and bustle of enrolling, I felt a great deal of confusion. I knew I wanted to work toward a certificate in elementary education, but it wasn't until after enrolling that I found out what I should have enrolled in. I enrolled as a part-time student because I didn't want to jump in with both feet until I was sure that this, in fact, was what I truly wanted.

Another experienced lack of understanding:

When I enrolled in August I was disappointed to find a young girl was helping to make out class schedules. She encouraged me to take twelve units. I felt pretty dumb when I insisted I couldn't handle this many units my first year back in school after an absence of sixteen years. I feel a more understanding staff should help older students with scheduling.

One said, "If I'd been able to get hold of a counselor last April, I would have had my A. A. degree by February." One woman said, "Above all, counseling is of prime importance in today's world of education, even for part-time students."

Table 34 shows that 27 percent of women felt the need for help in acquiring good study habits. Some felt orientation courses to help them with study habits and in exploring goals and careers would be beneficial. One said:

Perhaps I have been most disappointed at still not finding a goal or career. Many older students have mentioned to me they could use a mini-introduction to gear up--study

approach--paper writing--and overall view as to what is expected by instructors. Big case of nerves and apprehension until at least after first midterm.

Researchers mention the need of mature-women students for financial assistance (17), (55), (94), (117). The problem of finances may be most severe for women who head families. Even when family income is adequate, however, "if husband is antagonistic," one woman pointed out, "it is difficult to get him to understand your right for transportation, books, supplies; I had to threaten the bank to get a student loan, with ACLU action."

The following table shows few mature-women students at Skyline receive financial aid:

Table 35

Mature-Women Students Receiving Financial Aid

<u>Type Financial Aid</u>	<u>(in percent) N=447</u>
Work study	1
Student loan	1
Scholarship	1
Welfare	1
Employer-paid expenses	2
Social Security or Veterans' Adm.	2
Other	1
None	<u>91</u>
	100

Women were not well informed about available financial aid. One said she "would like to take more classes, but I don't have money for classes or books," and asked, "Is it possible for me to get financial aid so I can go full time?" Another answered the question about financial aid with one of her own, "Can I get some?"

Transportation is a closely allied problem. Most women

depend on their own cars to get to school:

Table 36

<u>Means of Transportation to School</u>	
<u>Means of Transportation</u>	<u>(in percent)</u> <u>N=458</u>
Drive own car	90
Car pool	5
Public bus	1
Walk	1
Other	3
	<u>100</u>

Women with the most severe financial and transportation problems probably do not return to school. As one woman says:

I think lack of public transport must be a major drawback to many would-be students, especially women, since all San Mateo community colleges are inconveniently located. It is a very important function of community colleges, I feel to serve all the community and enable people to learn and grow throughout their lives.

Another woman says, "Public, reliable bus service is much needed from all areas of Pacifica." One solution to transportation problems is to offer courses at more convenient locations within the community where women who cannot come to the campus might attend. The following table shows that many women at Skyline would prefer courses off campus:

Table 37

<u>Preference for Classes off Campus</u>	
<u>Prefer Classes</u>	<u>(in percent)</u> <u>N=403</u>
Off campus	20
On campus	80
	<u>100</u>

One woman said, "EOC (Economic Opportunity Commission)

courses offered in community," influenced her return. She hoped to get an A. A. degree and transfer to San Francisco State. An off-campus location and the waiver of the normal fee charged part-time evening students enabled her to attend.

Another woman wanted courses offered at the San Bruno Recreation Center to which she could walk, because otherwise she has "transportation only in the evenings." Another said she attended an off-campus class because "for the first time I had no transportation difficulties."

The need for child-care services, mentioned by researchers (55), (94), (117), was also experienced by Skyline mothers:

How about a day nursery for pre-school children of mothers who would like to attend day school? These mothers are prevented from attending because they have nowhere to leave their children. They end up either deferring their schooling or attending evening school, completing their education at a snail's pace, taking one or two courses per semester.

Another suggested "KCSM-TV courses at later evening hours-- 10 p.m. to midnight or early afternoons between noon and 3 p.m. for mothers."

Another mother objected to attendance requirements which conflicted with work and family responsibilities. I feel that if adult students can fulfill course requirements and make earnest efforts, they should not be penalized and forced to drop classes because they are not there for roll call. Treat as adults. Not all teachers are so petty.

The following table shows that 20 percent of the women had class-scheduling problems:

Table 38

Difficulty of Getting Desired Courses
at Desired Times

<u>Have Had Difficulty</u>	<u>(in percent) N=446</u>
Yes	20
No	80
	<u>100</u>

Employed women and women who must rely on husbands to babysit or for transportation are often restricted to evening classes. Preference for hours is shown in the following table:

Table 39

Time Preferred for Taking Classes

<u>Time Preferred</u>	<u>(in percent) N=387</u>
Early or midmorning	30
Late morning or early afternoon	11
Mid or late afternoon	7
Evening	<u>52</u>
	100

Table 39 shows 52 percent of mature-women students prefer evening hours (or possibly have no choice), but women have problems scheduling the classes they want. "I'm running out of evening classes to take and would like to see a few more new ones to choose from each semester such as Child Psychology or Physical Anthropology." Another objects that "Business 55 is not offered at night although it is a prerequisite for Marketing which I want to take."

Graduates of three-year registered-nursing programs expressed a need for courses they could use toward degrees because, as one

explained, "By the year 1975, all nurses who have not continued their education will lose their licenses."

Library and laboratory requirements posed special problems for mothers. One says:

I dropped out of Math 11--five units. This course did not require a text, but instead required one to go to the lab and listen to each lesson on a tape. We covered three lessons a week. It was only a matter of time before I ran out of energy to keep up with the tapes and money to pay the babysitter. This kind of course is discriminatory towards mothers and people who can't get to the A.V. lab. The course should have a text to eliminate this sort of injustice.

Another mother complained:

When children go to school at 10 a.m., I cannot make an 8, 9, or 10 o'clock class. I should be home by 3 p.m. Science labs run until 5 p.m. I find that even though I am willing or my health allows me to complete college, my major will be determined not by my interests, but by what classes happen to be scheduled during the time I can get to school. An incredible effort for such a "reward."

Forty-four percent of the women experienced no serious problems in returning to school (Table 34), but probably this number includes women who have completed degrees and those seeking personal enrichment.

In summary, problems of mature-women students at Skyline College include lack of self-confidence; and need for specialized counseling, financial help, transportation services, child-care centers, and more flexible scheduling of classes. Despite fears about academic ability, few have difficulty with course work, and few have difficulty adjusting to the role of student.

The Mature-Woman Student and the Teacher

Getting along with teachers was a primary problem for a mere 1 percent of women (Table 34). Comments were generally enthusiastic. (Comments about individual teachers are included in Appendix A.) One woman felt the teachers

have been wonderful here. I shall miss them terribly when I transfer. They have been so real, willing to help, generous with encouragement, and have so much to offer; it's made college more satisfying than I ever imagined it could be; and certainly, I have found my courses personally relevant. Being an older student has numerous advantages--one seems to be an ability to see the forest as well as the trees.

Reassurances from teachers eased fears of academic failure:

My instructor has been most encouraging and helpful in regard to the really large looming road blocks encountered by a middle-aged student returning to a classroom after twenty-five plus years. I particularly felt a lack of confidence in my ability to function again scholastically although in high school I'd always been an eager student.

Some women were disenchanted; one felt her disappointment with school was because

attitudes on the part of some instructors in the Evening Division would confirm their interest in receiving their salary only. To be quite candid, one instructor came each week to class completely unprepared--no lesson plan. His opening comment, "What shall we talk about tonight?"

Although it is difficult to assess whether this woman had trouble adjusting to an unstructured class (some women were surprised and delighted by informal structure in classes), she also complains about the other extreme:

The instructor who does not realize those attending Evening Division are unable to enroll for day classes because of other obligations, that is, the heads of households who have children, are employed on a forty-hour week, maintain their homes, while striving also for respectable grades. There should be a mid-solution; one that would be beneficial to student as well as instructor.

Teachers younger than their students were not considered a problem by most women, although one mentioned "the age difference and anti-establishment attitude of some teachers." But, another said her surprise at "meeting my instructor who is younger than my oldest son was something else. I'm grateful he has a beard, that helps a bit. He teaches me what the book says, and I tell him what life says. We make a good team and respect each other's views."

The Generation Gap

Is there, as Mannheim says, a problem of generations which prevents communication along age lines (67)? Apparently not at Skyline College. Some women feared they would "feel out of place being so much older," but only 1 percent felt age differences caused a major problem (Table 34). Most were happily surprised:

I was a little concerned about the age gap, but the young students at Skyline are more generous, matured, warmer, and friendlier than I have any recollection of their being when I was young. I am also happy with the quality of the teaching staff--some are first-rate minds.

Another said:

I was particularly impressed with the attitude of administration and students at Skyline College. Other campuses have given me the impression there are distinct divisions: older people--youth, black--white, etc. Also other students at other colleges seem "hung up" on the drug business and out to convince all that this is the thing. I do not have this feeling about those students at Skyline with whom I have had contact.

And another said:

Being at Skyline has been a rewarding experience. I find the younger students friendly and cooperative. I do not

feel strange or lonely even if I am alone on campus. Last year in a class when we were asked to approach only unfamiliar classmates and speak to them directly, a young man approached me and said, "I think it is cool to go to school with adults." I notice more mature-women students on campus this year, and I think it is a good sign for the development of a woman. Teachers are great too. They seem to expect more of adults which is challenging.

There were few negative comments. One woman mentioned the problem of a "few students in class monopolizing time." One mentioned "the serious lack of purpose on the part of many students." One said she found it "difficult to accept the new attitude of youth."

But most women felt it was "interesting to learn about students' ideas," or felt that

older women want to be an integral part of the college community, not separate. So far, it is thoroughly enjoyable for me to identify with the younger members of the student body.

And one said:

After attending two full semesters, one summer session, and presently enrolled in the fall semester, I would like to say, "Thank you, Skyline College, for being so open, warm, helpful and gracious to me." The friendship and warmth I have experienced from faculty and students make each day a new delight.

One motive for returning to school was to meet "a variety of interesting classmates," and classmates included the much younger student.

Problems in Personal Relationships

If women in this society experience role strain, as the sociologists say, does adding the role of student increase those strains? How are relationships with husbands, children, other family members, and old friends affected?

Judy Aanstad found some women motivated to return to school to seek new friends (1). But, mature women at Skyline felt their relationships with friends before they returned to school were fairly good or excellent:

Table 40

Relationships with Friends Before Students' Return to School	
Relationship	(in percent) N=456
Excellent	58
Fairly good	39
Fairly poor	2
Poor	<u>1</u>
	100

Few mature women at Skyline perceive their return to school as due to lack of satisfactory friendships. But, how does their return affect relationships?

Table 41

Change in Relationships with Friends After Students' Return to School	
Change in relationships	(in percent) N=454
Greatly improved	5
Somewhat better	7
Some better, some worse	11
No change	76
Somewhat worse	1
Much worse	<u>0</u>
	100

If theories of role strain have validity, adding the role of student to other roles a woman plays might be expected to damage relationships. However, as Table 41 shows, most women felt existing friendships were unchanged or had improved. One

woman explained, "I have always taken classes so this is part of my friends' expectations of me; they are always interested in finding out what I am doing each semester." Another felt that "a close friend and myself have a better relationship. We each discuss our classes. I learn from her; she learns from me."

In fact, as the following table shows, the worse relationships were before women returned to school, the more likely were they to improve:

Table 42

Relationships with Friends Before Students'
Return to School vs. Change in Relationships

Relationship Before		Change in Relationships After Return (in percent) N=454				
		Improv.	Some Impr., Some Worse	No Change	Worse	
Excellent	(N=265)	8	6	84	2	100
Fairly Good	(N=177)	14	18	65	3	100
Fair. Poor or Poor	(N=12)	67	5	25	0	100

For some women, new interests severed old ties. One woman explained, "Loss of interest in old pursuits has discouraged and hurt old friends who thought my return to school would be a fluke." Lack of time was a complication. "Finding time for a social life is cutting into my friendships," one woman said. Another agreed she didn't "have time to see or talk to old friends." Although school resulted in "no time for some friends, it brought more contact with others."

Whether women are motivated to return to school to seek new

friends, many women do find them. One woman who "had no close friends" before returning to school was happy for the opportunity school provided her. Another whose "relationships were conventional, not intimate," found she "changed friends and met a whole new group of people--great people."

Few women at Skyline considered discouragement from friends and neighbors a serious problem, as the following table shows:

Table 43

Most Difficult Problem School Causes in Personal Life	
<u>Most Difficult Problem in Personal Life</u>	(in percent) N=455
Finding time to study	36
Increased work load	9
Objections from or guilt about husband	5
Objections from or guilt about children	3
Discouragement from friends or neighbors	1
No serious problems	43
Other	<u>3</u>
	100

One woman was troubled by a "lack of understanding from church and social groups that school and study come first." Another felt that friends disapproved because they "would like to come to school but are afraid they are too old." One woman said, "Most of my friends think school is for young people." Others found family expectations difficult to meet; one found it "upsetting to have to attend social or family parties before exams." Her comment that "No one seems to understand that my studies are very important to me," reflects a society that places little stress on women's education. It is not known how many

women fail to return to college because of negative attitudes of friends or families.

Most women (43 percent) experience no serious problems in their personal lives as a result of returning to school (Table 43). However, this number probably includes the women who take classes for self-enrichment. The 36 percent who find it difficult to find time to study implies that husbands and children take precedence over their own school work, as does the 9 percent who find the increased work load a problem and the 8 percent who experience guilt about husbands and children. Women with families also had a problem "finding a place of my own to study."

Three-fourths of the women are married (Table 4). Most reported relationships with husbands before wives returned to school fairly good or excellent:

Table 44

Relationships with Husbands Before Wives' Return to School	
<u>Relationship</u>	<u>(in percent) N=370</u>
Excellent	56
Fairly good	35
Fairly poor	5
Poor	4
	<u>100</u>

Most women felt their return to school had not changed relationships with husbands, but 20 percent felt relationships were better:

Table 45

Change in Relationships with Husbands
After Wives' Return to School

<u>Change in Relationship</u>	<u>(in percent) N=368</u>
Greatly improved	5
Somewhat better	15
No change	72
Somewhat worse	6
Much worse	2
	<u>100</u>

As with friendships, the worse relationships were with husbands before wives returned to school, the more they changed:

Table 46

Relationships with Husbands Before Wives'
Return to School vs. Change in Relationships

<u>Relationship Before</u>	<u>Change in Relationships After Return (in percent) N=367</u>			
	<u>Greatly or Some Improved</u>	<u>No Change</u>	<u>Worse</u>	
Excellent (N=206)	13	82	5	100
Fairly good (N=129)	28	63	9	100
Fairly Poor (N=18)	39	33	28	100
Poor (N=14)	86	0	14	100

When relationships with husbands were fairly poor or poor, however, although more improved when wives returned to school, a greater percentage also grew worse as Table 46 shows.

If women are bored by housework or routine jobs, school may provide a self-actualizing experience which contributes to marital happiness. Some marriages, however, suffer increased stress either from wives' increased work load or new and perhaps unshared interests.

In a culture that emphasizes education of men over that of women, further education for the wife may contribute to the happiness of the marriage when husbands have more formal schooling than wives. Women who return to school may narrow the gap between themselves and their husbands. However, the reverse of this situation is also likely to be true. The following table shows a comparison of husband's and wife's educational levels:

Table 47

Educational Level of Husbands Compared to Wives		
Educational Level	Husbands (in percent) N=374	Wives (in percent) N=374
Less than high school	8	6
High-school graduate	22	35
Some college	30	38
A. A. degree	8	4
Four or more years college	32	17
	100	100

Table 44 shows that 70 percent of husbands have some college as opposed to 59 percent of wives. Nearly 33 percent of husbands have four or more years of college as opposed to 17 percent of wives. Overall, husbands have more education than wives, a factor that may motivate women to return to school and predispose husbands to encourage them. However, among husbands with a high school education (22 percent), more wives have high school diplomas (35 percent).

The following table showing occupations of husbands supports the interpretation that most Skyline wives come from homes where education is valued:

Table 48

Husbands' Occupations

<u>Husband's Occupation</u>	<u>(in percent) N=351</u>
Professional or semi-professional	23
Bus. manager, official, or proprietor	28
Clerical worker, salesperson, or other white-collar worker	14
Foreman, craftsman, operative	25
Service worker	6
Laborer (non-farm)	4
Laborer (farm)	0
	<u>100</u>

Table 48 shows that nearly two-thirds of the married women are from white-collar families, traditionally interested in education. The North County as a whole demonstrated its interest in education in its strong support of a tax-override election several years ago. In this upwardly mobile community, white-collar families will probably be moving out as family incomes rise and will make room for younger families. The college will probably continue to draw women students from these middle-class homes.

It should be noted (Table 48) that 35 percent of married women at Skyline come from working-class homes. K. Patricia Cross says "the largest reservoir of academically superior...people who are not now attending college consists of women from the lower socio-economic levels (27:34). The college should consider the probability that it fails to reach large numbers of potential women students within its service area.

Comments from wives reveal that husbands do frequently

provide the incentive for returning to school. One woman said her husband "entered college and was studying full time." One said, "My husband is very well educated, and I desired to upgrade myself." Another hoped her "husband would have a higher opinion" of her. One said her husband "recommended Skyline." Another said, "I've done a lot of reading and have been encouraged by my husband to return."

Some data suggest the shared role is becoming a reality. Wives attend college with their husbands; one said she was "taking a few courses with my husband for mutual benefit and interest," and one said, "It's fun, each reminding the other to study." Shared college experiences cement relationships; as one wife said, "Mutual understanding regarding return to school makes our relationship easy." Husbands who shared school experiences also shared household tasks and child care. "He takes care of the children more and helps with housework some," one wife reported. Husbands benefited from wives' attendance; "Working and going to school have added a new dimension to our lives," one woman wrote, "I include my husband in this because he has become so interested in my program and progress."

However, there was evidence that some experienced role strain (Table 46). Even when husbands were students and supportive of wives' schooling, wives tended to put their husband's education ahead of their own. One said, "My budget allows for my husband to pay high rates to attend night school, but not for me also." This woman had a Master's degree and hoped Skyline

could provide her with "professional courses offered at lower rates" than the university or state colleges. "I think the educational system has forgotten about people like me," she said. Another woman dropped a class because "my husband goes to school two to three nights, and we have a foster baby to care for."

Not all husbands were sympathetic. Lack of time together was a problem; "My husband feels that my outside interests infringe on my time with him," one woman said, "My time with him, sad to say is not enough!!!" Another said her husband "prefers my old self. Trying to cram study in with the household duties and children has made me a wreck."

Unsympathetic husbands made school adjustment for wives difficult. Husbands might fail to cooperate with finances (see page 51). Or, as one woman said, "My husband considers school silly so he is somewhat uncooperative for baby-sitting duties." Another complained that her "husband never made my going to school an easy thing, probably because he didn't understand the demands of education."

Role strain sometimes proved insurmountable. One woman "got a divorce from a husband who objected to school for women." Another gave school credit for an "improved self-image which led to courage to get a divorce."

Joseph Katz said, "Many adult women need educational help to allow them to cope better with the tasks of childrearing and relating to husbands (57:52)." Apparently, mature-women students do not themselves experience this need. Thomas Burgess, in a

study of mature students (half men and half women) at Portland State University reported that only 3 percent were planning a "life centering on home and family," and that none gave as a reason for returning to school the need "to acquire knowledge and attitudes basic to marriage and a satisfying family life." No woman in this sample expressed a need for education to help her cope better with personal relationships. Possibly the woman who returns to school is coping well with dual roles, or attending school is in itself a means of coping.

Ninety percent of the women are mothers (Table 5). The following table shows that over half have children ten years of age or under, and 14 percent have children under school age:

Table 49

<u>Age of Youngest Child</u>	
<u>Age Bracket</u>	<u>(in percent)</u> <u>N=406</u>
4 or under	14
5-10	37
11-15	25
16 or over	<u>24</u>
	100

Table 49 shows that many mothers of young children attend Skyline College. The following table shows that 26 percent of the women had children under school age when the mothers first returned to school.

Table 50

Age Youngest Child When Mother
First Returned to School

<u>Age Bracket</u>	(in percent) <u>N=403</u>
4 or less	26
5-10	38
11-15	22
16 or more	<u>14</u>
	100

How do mothers of young children manage to attend school? The majority (Table 1) attend evening classes and prefer to do so (Table 35), when husbands presumably can be with children. Some mothers attending day classes used older children as babysitters. The divorced mother of six says:

My five-year-old daughter is in school now, and my sons are helping me by taking turns watching their youngest sister until I can get her into the day care center. I can't afford a babysitter. But my sons are very good, and they want to help me.

Over 75 percent of the mothers have children aged eleven or over who, supposedly, could be used as babysitters:

Table 51

Age Oldest Child

<u>Age Bracket</u>	(in percent) <u>N=406</u>
4 or less	5
5-10	17
11-15	27
16 or more	<u>51</u>
	100

How does returning to school affect a mother's relationship with her children? Almost all mothers (99 percent) felt their relationships with their children were fairly good or excellent before the mothers returned to school:

Table 52

Relationships with Children
Before Mothers' Return to School

<u>Relationship</u>	<u>(in percent) N=390</u>
Excellent	54
Fairly good	45
Fairly poor	0
Poor	<u>1</u>
	100

Most mothers felt their return to school did not change relationships with their children:

Table 53

Change in Relationships with Children
After Mothers' Return to School

<u>Change</u>	<u>(in percent) N=396</u>
Greatly improved	9
Somewhat better	19
No change	71
Somewhat worse	1
Much worse	<u>0</u>
	100

As was true with other relationships, the worse relationships were with children before mothers returned to school, the more they improved:

Table 54

Relationships with Children Before Mothers'
Return to School vs. Change in Relationships

<u>Relationship Before</u>	<u>Change in Relationships</u> <u>(in percent)</u> <u>N=388</u>			
	<u>Improved</u>	<u>No Change</u>	<u>Worse</u>	
Excellent (N=211)	16	83	1	100
Fairly good (N=173)	40	57	3	100
Fairly poor or poor (N=4)	50	50	0	100

Marian Radke Yarrow found that "mothers who prefer to work but out of a sense of duty do not work report the most problems in childrearing (126:140). It may be equally true that the woman who satisfies her needs by returning to school has fewer problems in relation to her children. Table 54 shows that few mothers felt their return to school damaged their relationships with their children. When they did report relationships were worse, lack of time was usually cited as the contributing factor.

Some women admitted the need to "get away from children." Most were reluctant to admit lack of satisfaction in their role of mother, but the void was admitted as soon as children reached school age. "I felt being a wife and mother were sufficient," one woman explained, "but I now want to develop as an individual apart from my roles as wife and mother." Another said:

My children don't need me as much any more, and I want assurance that I can carry my own weight! The things around the house are monotonous and stifling now even if they need to be done. I've done them too long. I want a change.

Few mothers experienced guilt in connection with children.

One blithely answered, "Hell, no!" to this question. But some justified their return to school because it was good for their children. "One of my main reasons for going to school is to set an example of lifelong learning for my sons," one explained. Another said her children "have taken more of an interest in their school work as a result of my discussing mine with them." One said:

The more women my age who go to community colleges, the better insight we will obtain about school at the high school and junior high school level. We are already asking, "Why are not the teachers who teach our young children as intelligently helpful, interested in the student as the teachers at Skyline. It is important for parents to understand the schools, and as you can see while I'm learning as a student, I'm also learning as a parent.

Older children, like husbands, sometimes provided the motivating push, such as the daughter who "encouraged me to return for a humanities course," or the "son who dragged me" to Skyline.

One woman reported:

After an accident over a year ago which brought about complications which prevented me from working, my daughter talked me into taking a class at Skyline where she attends. She thought it would help to get my mind off myself and my problems and get me interested in something I enjoy doing.

Older children, like husbands, were willing to cooperate by assuming more household as well as babysitting tasks:

My elder children--seventeen- and nineteen-year-old daughters--have been greatly encouraging even to the point of volunteering extra help at home on class nights. I've found too that my fifteen-year-old son was completely amazed by the fact that anyone would voluntarily return to the classroom and subject herself to the agony of homework, quizzes, and finals. If this course has done nothing else but to show him that learning can be something other than a requirement of the State and that education is an enjoyment, it has been worthwhile.

Sadly, this woman adds, "Paradoxically my husband, from whom I expected great enthusiasm for this adventure, has been extremely noncommittal."

Women found sons and daughters who had left the nest were "thrilled" by their mothers' return to school. "My oldest son, who is a junior high school instructor, was elated," one woman said, adding she found "the feeling of beginning, even though it's only one course, stimulating."

In summary, most mature-women students find their return to school enhances personal relationships with husbands, children, and friends.

CONCLUSIONS, RECOMMENDATIONS, SUGGESTIONS FOR RESEARCH

Conclusions

This study has been undertaken to determine if Skyline College is meeting the educational needs of mature women within its area of service. A survey of women aged thirty and over attending Fall Semester 1972 reveals that half are under forty years of age and half are forty or over (Table 3). Three-fourths of the women are married; 19 percent are widowed, divorced, or separated from husbands; 6 percent are single (Table 4). Most (90 percent) have children, and nearly half have three or more children (Table 6). Many women play dual roles in addition to their roles as students. More than 50 percent work outside the home at least part time, and nearly 40 percent work full time (Table 5). Average family incomes are low (Table 16), and the woman who plays a dual role probably does so from economic necessity.

Women everywhere and including the area serviced by Skyline are experiencing considerable role strain. The 1970 Census reveals that for every four marriages recorded in San Mateo County there are four divorces recorded, and for every four divorces there are three remarriages. The relatively small number of single, widowed, and divorced mature women enrolled at Skyline may indicate that Skyline is not reaching many who have need for education to enable them to cope with new roles as providers and heads of households.

In planning educational programs for women, the college should keep in mind that 39 percent of mature-women students at Skyline have had only or less than a high-school education (Table 8). Most mature-women students are freshmen according to units completed; only 25 percent have more than the number of units required for graduation or have advanced degrees (Table 14). Only 10 percent are full-time students (Table 15). Nearly three-fourths have been out of school for ten or more years (Table 10).

Over half of the women have attended for more than one year; 18 percent have attended since its opening year 1969-70, indicating that many mature women stay at Skyline until they complete an A. A. degree, meet requirements for transfer, qualify for employment; or they continue to return for courses providing self-enrichment (Table 11).

The data indicate that women interrupted their education at earlier periods of their lives because of stereotypic sex-role attitudes of parents, school counselors, and society at large. Many (40 percent) returned to school because they "always wanted to (Table 20)." Only 1 percent quit school earlier because they disliked school (Table 17). The increasing numbers of mature women returning to school reflect changes in sex roles in America. Women do not consciously see themselves as influenced by the women's movement, but, as Michael Korda says, "the message has gone deeper into women's minds than anybody seems to realize, perhaps because they always knew it was true (63:17)."

Mature-women students at Skyline are equally divided among those who come to prepare for employment, increase skills needed on present jobs, or prepare for new careers and those who return to school for self-enrichment (Table 18). Of those who return for self-enrichment, many develop serious educational goals.

Mature-women students seek education to prepare for employment because they head households broken by death or divorce or because they are aware they may be required to face the future alone. Married women, employed because of economic necessity, seek relief in school from routine jobs and housework. Married women who do not need to work seek fulfillment in education.

Mature-women experience lack of self-confidence and fear about their ability to perform academically (Chapter 5, Sections 6 and 7). Women who return to school primarily for self-enrichment have more self-confidence and less fear of academic failure, but these are also likely to be women who have some college experience or even advanced degrees before they return.

Mature-women students have problems with child care, scheduling of desired classes, transportation, and finances (Chapter 5, Section 7). The college probably is not reaching women within its community who have the most serious problems of this nature.

The data suggest that class attendance is a satisfying end in itself as well as a means toward a future change of life style. Women return to school because school provides the means for coping with boredom and emptiness. Women whose relationships with families and friends were good before they returned find

school enhances or does not change relationships. Women whose relationships were poor before they returned find, for most part, that personal relationships improve. Mature women adjust easily to the role of student and enjoy relationships with teachers and younger students.

Recommendations

Mature women will continue to return to college in increasing numbers in response to social change, including changing sex roles. Women with decreased family responsibilities and increased leisure will seek self-fulfillment through education. The community college is uniquely qualified to serve the needs of these women who are attracted by convenient location, low cost, an open-door policy, and a variety of offerings to meet diversified interests. Women who have advanced degrees may be barred from state colleges and universities, and new regulations may require the student interested in education for its own sake to seek it in the community college (91:75).

However, the woman who attains, through continuing her education, Maslow's goal of self-actualization (68), may well want one day to put her developed potential to use in the world outside the classroom. The college must be ready to supply women with training for vocations as well as avocations.

Arthur Cohen points to the increasing trend today to reserve four-year colleges and universities for the elite (21:153). The community college has traditionally attracted more men than women

from low-income homes. Veblen's "leisure-class" women (118) represent a minority of women within the service area of the college. Lower-class women can be expected to seek increasing education as sex-role stereotypes continue to break down and as more women are forced to enter the labor force. "More than half of the women in the labor force do not have the luxury of choosing home work over market work," Juanita Kreps says (64:224). Female-headed families are increasing; the median income of such families is appallingly low (64:224). Women faced with heavy responsibilities need education to better prepare them for the world of work.

If Skyline College is not to perform the "cooling-out" function described by Burton Clark (20:71-76) in regard to its increasing numbers of women students, it must be aware of the changing conditions of women's lives.

Discussing how women should be educated, Beverly Cassara says, "The important fact we need to know is that we are not acting upon the facts we have, but rather, we continue to act on the stereotypes which available facts have already disproved (18:85)."

Facts disprove the myth that education of women is a poor investment (52:16). Helen Astin found 91 percent of educated women she studied were in the labor force, and Eli Ginzberg found that education resulted in increased options for educated women (42).

But, though more women are in the labor force, most fail "to advance into the jobs most highly valued in our society-- the upper strata of business and the professions," according to Cynthia Epstein (34:6). Women have been educated to perform the single role of housewife or at best to think in terms of jobs rather than careers. Yet, "when all factors are held constant," Kate Mueller says in Educating Women for a Changing World, "inherent sex differences in intelligence are shown to be non-existent (78:27)." Sex differences cannot account for only 7 percent of American physicians being women, whereas 75 percent of Soviet physicians are women, but sex-role stereotyping can. (31)

The Women's Bureau suggests "in order to become competitive for the more challenging jobs with advancement possibilities, women should plan to train for nontraditional as well as traditional occupations (113)." If its women students are to do so, Skyline College must change traditional ways of counseling and educating women.

1. Recommendation for Counseling

Most researchers and federal and state commissions on the status of women recommend specialized counseling as a primary need of women students (see page 11). This study suggests that

- a. Individual counseling be provided for full- and part-time mature-women students by women counselors who have been made aware of the special needs of this student group.
- b. Inservice training be provided for all counselors to raise awareness of changing sex roles.

- c. Group counseling for mature women be provided designed to improve self-concepts and to give group support.
- d. Use be made of mature-women students as peer counselors.

2. Recommendation for Career Guidance

"Women represent the single largest sector of the population that has been blocked from access to meaningful jobs and careers (4:9)." Lenore Harmon found that "women who become career committed do so after college entrance (51:77), and Joseph Katz found that "most people do not so much make the occupational decision as that the decision is made for them (57:37)."

Counselors are being reminded not to close opportunities to members of either sex by making errors of commission--urging the adoption of career pathways on the basis of current sex stereotyping--or errors of omission--refraining from suggesting nonstereotypic possibilities (36:435).

a. Career Center

David Riesman points out that as men become less achievement oriented, this opens the way to new careers for women (96:54). New types of jobs not yet rigidly sex-stereotyped also offer opportunities for women. The U. S. Department of Labor foresees opportunities for American women in international affairs because they "are looked to for answers to problems on the status of women (115)."

The Career Center should keep abreast of information concerning new career opportunities for women, and this information should be made available to mature-women students, counselors, and teachers.

b. Job Placement

Attention should be given to the needs of mature-women students for part-time work while in school and for full-time work on completion of their education. The Job Placement Office should work with employers to overcome discrimination against women. Women students should be informed of their rights to equal pay and employment opportunities under new legislation.

4. Recommendation for Courses for Women

Women's studies emerged as a field of interest because traditional disciplines either devoted too little attention to women or presented biases and stereotypic notions of women (97:1).

- a. The feasibility of offering Women's Studies courses which have met with success at other schools should be considered.
- b. Inservice training should be provided all faculty to raise awareness of (1) the special needs of mature-women students; (2) changing sex roles, (3) the need to eliminate sexist material and include material about and relevant to women in existing courses.
- c. Experimental teaching methods and materials for mature students should be explored.
- d. Possibilities for individual study, flexible attendance regulations, and flexible library and laboratory assignments for mature students should be considered.
- e. The feasibility of granting credit for outside experience (as is done for veterans) should be considered. Mature women

come to the college with highly developed home-making and job skills; many have done considerable reading and individual study on their own.

f. Courses of special interest to women should be offered at off-campus sites to reach women who cannot get to the campus or who are unfamiliar with the college's ability to serve their needs.

5. Child-Care Services

It may not be within the function of the public community college to provide child-care services for students and staff, but the college should be aware of the need for such services and the effect that lack of such services has on the potential student body of the college. . Jo Freeman points out that "the United States is the only industrialized nation in the world which does not provide public child-care services (39:244)." And Suzanne Keller asks how "in a society that prides itself so much on taking care of its children and the family as the key unit, we can tolerate six million pre-school children of working mothers but only half-a-million places in day-care centers (59:78)?"

The American Assembly suggests "a substantial expansion in educational day-care and after-school-care centers will further improve opportunities for meaningful working careers for women and should be undertaken by employers, unions, and government(4:9)."

The college should maintain liaison with existing child-care centers and continue to explore possibilities for funding which might make college-operated centers a possibility.

6. The college should maintain liaison with off-campus services available to women and should publicize on-campus student services such as the Financial Aids Office, Placement Office, Open Education Program, and Health Center.
7. Liaison should be maintained with the existing Women's Colloquium on campus, and a Women's Center should be established where women can meet to discuss problems and give mutual support.
8. The college should maintain an aggressive affirmative action program designed to recruit women who will serve as role models into all levels of campus administration, all teaching fields, and counseling.
9. Recruitment of mature-women students should be carried out by:
 - a. Publicizing the college as a resource to meet the educational needs of mature women.
 - b. Liaison with off-campus women's and community-service groups to inform them about the college as a resource for mature women.
 - c. Liaison with faculty and staff regarding the needs of this student group and college resources for meeting them.
 - d. Short workshops or one-day programs to attract women to the campus.
10. Orientation
 - a. Short community-service courses should be offered designed to identify needs and goals of mature women and to introduce

them to the college as a resource for meeting their needs.

b. Short courses should be offered designed to improve study skills and give instruction in class note-taking, examination-taking, and use of library and media center.

c. Short community-service courses should be offered for men and women to raise awareness of changing sex roles.

Suggestions for Research

1. Little is known about mature women in the community serviced by the college who are not now attending Skyline. Research should be done in the community to determine if there are women whose needs the college is failing to meet and exploring ways in which the college might reach them.
2. If the college is to meet the needs of all its women students it must become aware of changing sex roles, opportunities for women to pursue meaningful careers, and societal trends toward flexible working hours and less stereotyped jobs. Continuing research is needed in these areas.
3. If the college is to evaluate existing and future programs for its mature-women students, follow-up studies are a must. It is not known how many mature women transfer to other colleges, obtain employment after completing a program at Skyline, change occupations in the process of continuing education, or drop out of Skyline because of discouragement. Since data has been computerized for this study, a follow-up of this population is indicated.

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SKYLINE COLLEGE



3300 College Drive • San Bruno, California 94066 • Telephone (415) 355-7000

October 23, 1972

Dear Student:

In order that Skyline College can better serve women students, a study is being conducted to determine their needs and interests. Your cooperation is vital.

Please take ten minutes to fill out the enclosed questionnaire and then mail it in the enclosed envelope or, if more convenient, turn it in to either the Admissions Office or President's Office at Skyline College.

Thank you for your help.

Sincerely,

Gertrude M. Steele
President's Office

APPENDIX B

STUDY ON WOMEN RETURNING TO COLLEGE SKYLINE COLLEGE

QUESTIONNAIRE

PLEASE READ ALL ANSWERS BEFORE MAKING A CHOICE. CHOOSE THE ONE MOST IMPORTANT ANSWER FOR EACH QUESTION AND CIRCLE FOLLOWING NUMBER. FILL IN BLANKS WHERE APPLICABLE.

- | | | |
|--|-------------------------------|---|
| 1. What school year did you enter Skyline College? | 1969-70 | 1 |
| | 1970-71 | 2 |
| | 1971-72 | 3 |
| | 1972-73 | 4 |
| 2. What semester? | Fall | 1 |
| | Spring | 2 |
| | Summer | 3 |
| 3. What was the highest level of schooling attained before entering Skyline College? | Less than H. S. Grad. | 1 |
| | High School Grad. | 2 |
| | Some College | 3 |
| | A. A. Degree | 4 |
| | Four or more yrs. Coll. | 5 |
| 4. How long had you been out of school before entering College? | 0-4 years | 1 |
| | 5-9 years | 2 |
| | 10-14 years | 3 |
| | 15 or more years | 4 |
| 5. What other colleges have you attended? | Other public J.C. | 1 |
| | Business College | 2 |
| | State College | 3 |
| | State University | 4 |
| | Private College or University | 5 |
| | Other | 6 |
| | No other college | 7 |
| 6. If you have attended another college, what was your major? | | |

PLEASE READ ALL ANSWERS BEFORE MAKING A CHOICE. CHOOSE THE ONE MOST IMPORTANT ANSWER FOR EACH QUESTION AND CIRCLE FOLLOWING NUMBER. FILL IN BLANKS WHERE APPLICABLE.

7. In high school what was your major?
- | | |
|---------------------|---|
| College Preparatory | 1 |
| Business | 2 |
| Vocational | 3 |
| Other | 4 |
8. Why didn't you continue your education in college directly from high school?
- | | |
|---|---|
| Disliked school | 1 |
| Could not afford to continue school | 2 |
| Had to go to work | 3 |
| Wanted to go to work | 4 |
| Had no particular goal to which school seemed to contribute | 5 |
| Marriage | 6 |
| Other | 7 |

If other, what? _____

9. Are you employed now outside the home?
- | | |
|--------------|---|
| Part time | 1 |
| Full time | 2 |
| Not employed | 3 |
10. Of the following, what most influenced your decision to return to school?
- | | |
|---|---|
| Always wanted to return | 1 |
| Friends who had returned | 2 |
| Women's Lib Movement | 3 |
| Present economic necessity | 4 |
| Anticipated economic necessity | 5 |
| Dissatisfaction or boredom at home | 6 |
| Dissatisfaction or boredom with present job | 7 |
| Other | 8 |

If you checked "Anticipated economic necessity" please explain.

If you checked "other" what other reason? _____

PLEASE READ ALL ANSWERS BEFORE MAKING A CHOICE. CHOOSE THE ONE MOST IMPORTANT ANSWER FOR EACH QUESTION AND CIRCLE FOLLOWING NUMBER. FILL IN BLANKS WHERE APPLICABLE.

11. Why did you choose Skyline College?
- | | |
|--|---|
| Publicity about Skyline | 1 |
| Convenient location | 2 |
| Low Costs | 3 |
| Do not qualify for State Coll. or Univ. | 4 |
| Wanted particular course or program offered at Skyline | 5 |
| Other | 6 |

If particular course or program, what? _____

If other, what? _____

12. What is your primary goal at Skyline College?
- | | |
|--|---|
| Prepare for employment | 1 |
| Increase skills needed on present job | 2 |
| Prepare for new career | 3 |
| Learn more about a specific interest unrelated to work | 4 |
| Personal enrichment | 5 |
| No particular goal | 6 |
| Other | 7 |

If other, what? _____

13. At present what is your major? _____

14. Are you working toward one of the following?
- | | |
|--|---|
| Certificate Program (Cosmetology, Inhalation Ther., Secretarial, Nurs.Schl., etc.) | 1 |
| A. A. Degree only | 2 |
| Transfer to four-year college | 3 |
| Other | 4 |

If other, what? _____

PLEASE READ ALL ANSWERS BEFORE MAKING A CHOICE. CHOOSE THE ONE MOST IMPORTANT ANSWER FOR EACH QUESTION AND CIRCLE FOLLOWING NUMBER. FILL IN BLANKS WHERE APPLICABLE.

15. How many college units have you completed?
- | | |
|------------|---|
| None | 1 |
| 1-14 | 2 |
| 15-29 | 3 |
| 30-44 | 4 |
| 45-59 | 5 |
| 60 or more | 6 |
16. How many units are you currently enrolled in?
- | | |
|------------|---|
| 1-5 | 1 |
| 6-11 | 2 |
| 12 or more | 3 |

17. What courses are you currently enrolled in? _____

18. Are you enrolled in Day or Evening College?
- | | |
|---------|---|
| Day | 1 |
| Evening | 2 |
| Both | 3 |
19. Has it been difficult to get the courses you want at the hours when you can take them?
- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

If yes, which courses have you been unable to schedule? _____

20. If the course(s) you want were available, what time would you want them scheduled in order to fit in with your present work or home schedule?
- | | |
|-----------------|---|
| Early morning | 1 |
| Mid morning | 2 |
| Late morning | 3 |
| Early afternoon | 4 |
| Mid afternoon | 5 |
| Late afternoon | 6 |
| Evening | 7 |

21. If the course(s) you want were available, would you prefer to take them off campus at locations in the community (schools, government offices, etc.)?
- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

If yes, what would you consider a convenient location? _____

PLEASE READ ALL ANSWERS BEFORE MAKING A CHOICE. CHOOSE THE ONE MOST IMPORTANT ANSWER FOR EACH QUESTION AND CIRCLE FOLLOWING NUMBER. FILL IN BLANKS WHERE APPLICABLE.

22. If courses of the following types designed specifically for women were offered which would you be most likely to take?

- | | |
|--|---|
| Courses giving practical information on careers, rights of women under the law, etc. | 1 |
| Courses designed to aid women with self-discovery. | 2 |
| Equally interested in both types | 3 |
| Not interested in courses for women | 4 |
| Other | 5 |

If other, what other courses of this kind? _____

23. In general, what were your expectations when returning to school? _____

24. In general, have your expectations regarding returning to school been realized?

- | | |
|---|---|
| Yes, school has lived up to my expectations. | 1 |
| School has somewhat lived up to my expectations | 2 |
| School has been somewhat disappointing | 3 |
| School has been very disappointing | 4 |

25. In returning to school, what is the most difficult problem which you have encountered in the school situation?

- | | |
|--|---|
| Course work | 1 |
| Acquiring good study habits | 2 |
| Adjusting to role of student | 3 |
| Getting along with teachers | 4 |
| Age difference of other students | 5 |
| Insufficient academic counseling | 6 |
| Insufficient help in determining goals | 7 |
| No serious problems | 8 |
| Other | 9 |

If you checked other, what problems? _____

26.	If a discussion, self-help group of women your age were meeting on campus, would you be interested in attending?	Yes	1
		No	2
27.	In your personal life, what is the most difficult problem resulting from your return to school?	Increased work load	1
		Finding time to study	2
		Objections from or guilt about children	3
		Objections from or guilt about husband	4
		Discouragement from friends or neighbors	5
		No serious problem	6
		Other	7
28.	Before returning to college what were your relationships with friends?	Excellent	1
		Fairly good	2
		Fairly poor	3
		Poor	4
29.	What has been the effect of returning to school on your relationships with friends?	Relations have greatly improved	1
		Relations somewhat better	2
		Improved relations with some; worse with others	3
		No change	4
		Somewhat worse	5
		Much worse	6
30.	Before returning to college what was your relationship with your husband?	Excellent	1
		Fairly good	2
		Fairly poor	3
		Poor	4
31.	What has been the effect of returning to school on your relationship with your husband?	Greatly improved	1
		Somewhat better	2
		No change	3
		Somewhat worse	4
		Much worse	5
32.	Before returning to college what was your relationship with your children?	Excellent	1
		Fairly good	2
		Fairly poor	3
		Poor	4

33. What has been the effect of returning to school on your relationship with your children?	Greatly improved	1
	Somewhat better	2
	No change	3
	Somewhat worse	4
	Much worse	5
34. Before returning to school what was your relationship with other family members?	Excellent	1
	Fairly good	2
	Fairly poor	3
	Poor	4
35. What has been the effect of returning to school on your relationships with your other family members?	Greatly improved	1
	Somewhat improved	2
	Improved relations with some, worse with others	3
	No change	4
	Somewhat worse	5
	Much worse	6
36. Are you	Single	1
	Married	2
	Widowed	3
	Divorced	4
	Separated	5
	Other	6
38. How many children do you have?	None	1
	One	2
	Two	3
	Three	4
	Four or more	5
39. What is the age of your youngest child?	Four or under	1
	5-10	2
	11-15	3
	16 or over	4
40. What is the age of your oldest child?	Four or under	1
	5-10	2
	11-15	3
	16 or over	4

41. What was the age of your youngest child when you first returned to school?	Four or under	1
	5-10	2
	11-15	3
	16 or over	4
42. What is your age bracket?	30-34	1
	35-39	2
	40-44	3
	45-49	4
	50 or above	5
43. Are you receiving financial aid?	Work Study	1
	Student Loan	2
	Grant	3
	Scholarship	4
	Other	5
If other, what type aid? _____		
44. If married, what is your husband's occupation?	Professional or semi-professional	1
	Business manager, official, proprietor	2
	Clerical worker or Salesworker	3
	Foreman, craftsman, operative	4
	Service worker	5
	Laborer (non-farm)	6
	Laborer - farm	7
What is the title of your husband's job? _____		
45. What is the highest level of education attained by your husband?	Less than H.S. Grad	1
	High School Grad	2
	Some College	3
	A. A. Degree	4
	Four or more yrs. Coll.	5
46. What is your yearly family income? (If single, what is your yearly income?)	Under 4,999	1
	5,000-9,999	2
	10,000-14,999	3
	15,000-19,999	4
	20,000 and over	5

47. What is your city of residence?

Burlingame	1
Colma	2
Daly City	3
Millbrae	4
Pacifica	5
San Bruno	6
San Francisco	7
So. San Francisco	8
Other	9

If other, what city? _____

48. How do you travel to and from school?

Drive own car	1
Car pool	2
Public bus service	3
Walk	4
Other	5

THANK YOU FOR YOUR HELP. PLEASE DO NOT HESITATE TO ADD ANY ADDITIONAL COMMENTS.

ADDITIONAL CODING FOR QUESTIONNAIRES

Question 5: Colleges attended

Add: (8) more than one college

Question 6 and 13: Majors

1. Business or Business Administration
2. Fine Arts (Art, Drama, Music)
3. Humanities (English, Languages, Speech, Liberal Arts, General Education, Education)
4. Mathematics
5. Physical Education, Recreation
6. Science--Life or Physical (also Nursing if B. S. program)
7. Social Science (Economics, History, Philosophy, Psychology, Sociology)
8. Vocational (Cosmetology, Dental Assisting, Home Economics, Inhalation Therapy, (Nursing if junior college or hospital)
9. No Major, Undecided Major

Question 8: Reasons for leaving school

Add: (8) Did continue

Question 17: Classes enrolled in

See majors above. Delete (9); Add (9) Mixed Program

Question 20: Time classes preferred

Add (8) Anytime morning
Anytime afternoon

Question 23: Expectations

1. Self-oriented: self-improvement, enrichment, broader outlook on life, broaden horizons, etc.
2. Work oriented: Prepare for career or employment, upgrade skills.
3. Subject oriented: acquire specific knowledge or subject matter.
4. Transfer oriented: courses or credits needed for transfer.
5. No expectations (do not include when question is not answered.)

(Use on separate chart)

1. Negative expectations: expected school to be more difficult or worse.
2. Positive expectations - expected school to be easier or better.

Question 24: Expectations realized

Use with separate chart (above) when following answers have been indicated in question #23.

1. School has not been as difficult or as bad as expected.
2. School has been more difficult or worse than expected.

Notes:

Start on column six on each mark-sense card.
Eliminate column 20 on card #2.
Use only one answer in each column.

COMMENTS ABOUT SPECIFIC TEACHERS

I have enjoyed my courses at Skyline enormously, particularly Geology with Don Biederman.

I think Skyline is an excellent school. Thus far all the teachers have been top notch. I think Mr. D. Brown in History Department, Ms. Mary Graham in the Math Department, and Mr. Biederman in the Science Department are just exceptional. They know their material inside and out and related it to me in a most interesting manner. I have nothing but high praise for them.

Sandra Blair who now teaches Political Science in the evening is very interested in teaching a class in the Sociology of Women. She taught a class on this subject this summer at Dominican. I'm sure many women in the community would be interested in such a class. I certainly would be.

I appreciate the interest Skyline College takes in its students. My ccounselor, Miss Rose Boche, has helped me greatly. She guided me to another major when S. F. State refused my re-entrance because there was no opening for me at my unit level.

I was most impressed with my instructor, Mr. Goldberg, with his willingness to offer help to students outside class time and with the amount of preparation that went into his classes--particularly so since I taught school myself for three years.

I have a feeling of competence and assurance regarding obtaining employment. I feel I have learned much in all my classes, especially those of Mr. Hartzell.

Mrs. Grace Heringer is my shorthand teacher, and I just wanted someone to know how good I think she is. In the short time that I have been in her class I've been impressed more than once with her ability to "keep her cool." And her willingness to help students if they express a desire to be helped. She is very business-like and when you are in a position like mine, where you only have a limited amount of time to learn what you can, you appreciate this type of attitude.

I received a good education in business skills. I received excellent counseling from every teacher I encountered--Mrs. Lawry and Mrs. Heringer in particular, but most of all I received the encouragement to gain confidence in myself. After one year at Skyline I was able to get a good job, but more important, I feel I am better able to communicate with people and get along in the world as a total woman and complete person. I attribute my success to the business program available at Skyline and to the personal interest shown to me by the staff.

Mrs. Hughes is especially gifted for teaching organ. Hope I can continue with her.

I can't praise Mrs. Hughes's organ classes enough. I didn't dream classroom instruction could be so rewarding. She has taught us to develop our own style of playing, and I am developing my organ skills beyond expectations. She's terrific, the class is fun and good therapy.

The Bob Millar Chorus has been a big success this semester.

When I attended high school and college I could care less about any of the courses I took. It is now that I find I am tremendously interested in biology of plants and animals, archeology, politics. But I do not want to enroll in classes as they are presently organized. I'm not interested in units or grades, and I do not want to be part of the pupil trip, that is, competition, instructor ego, requirements, etc. I would like the courses presented from a hobby viewpoint with a knowledgeable teacher attitude of enthusiasm and the same response from the student--such is what I now find in my sailing course. Bob Peterson is not only enthusiastic about sailing, but he is proficient and remembers that we enrolled to learn. I enjoy his easy flow of language and the preciseness of his words which accurately depict the situation.

My two years at Skyline were academically very successful, but most of all it afforded me the opportunity to develop at my own pace and to gain a greater desire and confidence in higher learning. From the top administrator down to the newest instructor the feeling of concern for each student's welfare was always prevalent. As a psychology major currently at State, I have yet to come across the academic and personal qualities of a Rosemary Polivka or Marc Marcus in any of the classes completed to date. I would appreciate your passing along this comment. Thank you for the opportunity to express my gratitude for all the fine work being done at what is probably the epitome of a Community Education Center anywhere in this area.

I'm very happy to be able to attend Skyline College. It's a beautiful college, and I really enjoy the interior design class. James Stevens, instructor, is a terrific teacher.

I enjoy my classes here. I think the teachers as a whole are very good. My academic counselor, Mr. Richard R. Smith, has helped me very much. He is also a super teacher. To the list of super teachers I would like to add: Mary Graham, Billy E. Robinson, and Robert Conrad.

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 5 1976

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